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ABSTRACT

This selected annotated bibliography was published as a result of the evident interest by educators, as well as the general public, in the issues of community resources and community involvement in career education. The abstracts of 125 studies conducted since 1975 were selected and organized under the following categories: community resources (52 entries); community involvement (48 entries); Experience-Based Career Education (16 entries); and Business-Industry-Labor Linkage (9 entries). The last two categories were added to give the reader a "flavor" of what is to be found in the two related areas of experience-based career education and business-industry-labor linkage. There is some overlap in the four categories; however, the selections were made on the basis of the primary focus of each particular entry. The annotations are listed under each category in order of recency of ED numbers, with the current ones first. (BM)

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Information Series No. 140

COMMUNITY RESOURCES AND COMMUNITY INVOLVEMENT IN CAREER EDUCATION: AN ANNOTATED BIBLIOGRAPHY

compiled by

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This selected annotated bibliography was published as a result of the evident interest by educators, as well as the general public, in the issues of community resources and community involvement in career education. The abstracts of 125 studies conducted since 1975 were selected and organized under the following categories: community resources (52 entries); community involvement (48 entries); Experience-Based Career Education (16 entries); and Business-Industry-Labor Linkage (9 entries). The last two categories were added to give the reader a "flavor" of what is to be found in the two related areas of experience-based career education and business-industry-labor linkage. There is some overlap in the four categories; however, the selections were made on the basis of the primary focus of each particular entry. The annotations are listed under each category in order of recency of ED numbers, with the current ones first. (BM)

DESC::*Career Education; *Community Involvement; *Community Resources; *School Industry Relationship; School Community Programs; School Community Relationship; Career Awareness; Career Exploration; Experiential Learning; Annotated Bibliography; Abstracts; *Program Descriptions

IDEN::*Experience Based Career Education; *Business Industry Labor Linkage

FOREWORD

The Educational Resources Information Center on Adult, Career, and Vocational Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered in the ERIC data base. This paper should be of interest to the wide array of educational personnel and community representatives who are, or have been, engaged in career education.

The profession is indebted to Robert D. Bhaerman for the preparation of this paper and to Cathy Kendall who typed the final draft.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

PREFACE

During the past academic year, 1977-1978, the ERIC Clearinghouse on Adult, Career, and Vocational Education received approximately 1,200 requests for information dealing with one of these areas, that is, career education. (Approximately equal numbers were received in adult education and vocational education.) These were in the form of telephone calls, letters, or personal visits to the clearinghouse office. While lists are not kept regarding the specific questions asked, it is fair to say that recently the majority of those in career education have dealt with the concept of collaboration, community resources, and community involvement. Educators, as well as the general public, increasingly wish to know how to broaden the involvement of many other agencies beyond the schools in the processes of relating education to work and work to education.

As a result of the evident interest in the issues of community resources and community involvement, ERIC/ACVE has chosen to publish a selected annotated bibliography in this area.

A computer search conducted in the spring of 1978 and updated in the late summer provided an ample amount of documents from which to draw. It was decided to add two short, special sections on Experienced-Based Career Education (EBCE) and the business-industry-labor linkage in order to give the reader a "flavor" of what is to be found in these two related areas. If there is sufficient reader interest in expanding these short sections into a larger annotated bibliography, we certainly shall. However, because this is an extremely broad and active research field, it was decided to limit the annotations to more recent studies conducted since 1975, although researchers looking for universality also should look at other data bases as well. Many journal articles have been published

in this area too. However, because of space limitations, they were excluded. Anyone wishing to look further into the periodical literature should review the ERIC index, the *Current Index to Journals in Education* (CIJE).

The selected bibliography, a compilation of 125 items, is divided into four parts. The following chart indicates the topics and the number of documents in each category:

Topic	Number of Documents
(1) Community Resources	52
(2) Community Involvement	48
(3) Experience-Based Career Education (EBCE)	16
(4) Business-Industry-Labor Linkage (BIL)	9
	125

There is, of course, some overlap in these categories. For example, many of the items placed in the resources category illustrate ways in which the community can be involved in career education. Also, aspects of EBCE and BIL can be found in reports of many programs and projects. The selections were made on the basis of the primary focus of each particular entry.

The reports are listed in order of recency of ED numbers, with the current ones first. In addition, an EDRS order form is included for anyone wishing to purchase any of these documents.

We hope you will find this bibliography useful.

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COMMUNITY RESOURCES

1 MORE THAN MAGIC. COMMUNITY RESOURCES FOR CAREER EDUCATION. A PRACTICAL GUIDEBOOK. 1977. 50p. (ED 151 520)

Identification, coordination, and development of community resources for career education projects are discussed in this guidebook. Topics discussed include the following: (1) the role of the community resource coordinator; (2) community resources (available people, materials, and services that are useful and valuable for educational purposes); (3) approaches for initiating contact with various sectors of the community such as labor organizations, family members, school personnel, community groups, business and industry, and development personnel; (4) how to use community resources, including suggestions in the areas of preliminary steps, program definition, telephone, interviews, letters, maintaining support, personal contact, consolidation, coordination, transmitting information, and advisory committees; and (5) a brief listing of suggestions for the community coordinator, and four additional resources.

2 SPECIAL MATERIALS. WASHINGTON STATE COMMUNITY RESOURCE SYSTEM FOR CAREER EDUCATION. Northwest Regional Educational Laboratory, Portland, Oregon. 1975. 160p. (ED 150 301)

The special materials provided in this document are intended for use with the related guides (see related note), which focus on assisting any school or school district in planning and managing a system for involving the local community in career education activities for the K-12 grade levels. Three basic types of special materials are included: reproducible forms; optional samples, intended to provide a suggested format and wording to be adapted to individual needs; and the recruitment survey (for identifying and recruiting volunteer resources) which may be ordered in printed quantities (availability information is included). Each form or sample is preceded by an explanation of its intended use in the community resource involvement effort. General areas of activity for which samples and forms have been provided include recruiting materials, recordkeeping materials, teacher/student planning materials, activity-related materials, and evaluation tools and techniques. Approximately half of the document is comprised of twenty-four

worksheets, which are idea-starters for helping teachers think of career education activities and community resources in their subject areas. Each sheet (1) features one topical area and suggests career ideas students might explore in it, (2) can be used at any grade level, (3) suggests typical community resources (people, places, and organizations) that might be used in planning, (4) demonstrates how careers cut across all school disciplines, and (5) allows freedom to work in new adaptations.

3 TEACHER'S GUIDE. WASHINGTON STATE COMMUNITY RESOURCE SYSTEM FOR CAREER EDUCATION. Northwest Regional Educational Laboratory, Portland, Oregon. 1975. 37p. (ED 150 300)

This handbook includes information, ideas, and methods to help the teacher effectively use community resources in career education and focuses on relationships between curriculum subject areas and careers. Two major sections are included. The first section is a discussion of the role of community resources in career education, covering goals of career education in Washington State, bringing students and their community together, special considerations such as promoting community awareness of career education, and roles and responsibilities of educators. The second section provides teachers with specific guidelines on planning for and using community resources in the K-12 curriculum. Focus is on working with the community resource coordinator, analyzing a subject for careers, analyzing career areas, and conducting an activity using a community resource. Reproducible forms and sample materials mentioned in the guide are included in a related document (CE 014 259).

4 COMMUNITY RESOURCE COORDINATOR'S GUIDE. WASHINGTON STATE COMMUNITY RESOURCE SYSTEM FOR CAREER EDUCATION. Northwest Regional Educational Laboratory, Portland, Oregon. 1975. 44p. (ED 150 299)

This handbook includes suggestions, guidelines, and techniques for helping a school or school district in planning and managing a system for involving the local community in career education activities for students in grades K-12. Guidelines cover initial planning and organization through implementation and evaluation. A coordinated, systematic approach is offered for identifying and recruiting community resources, organizing this information into local directories, providing orientation and information to local resource people, and providing teachers with easy mechanisms for using these resources in their subject areas. Topics included in the discussion of the role of community resources in career education are goals of career education in Washington State, bringing students and their community

together, special considerations such as promoting career education in the community, and roles and responsibilities of educators. The handbook provides coordinators with specific guidelines on developing and maintaining a local community resource system, which involves identifying potential community resources, recruiting volunteer resources from the local community, building and maintaining an information system, providing orientation for community resource people, providing training for teachers, providing for teachers' requests for use of resources, developing follow-through communications, and evaluating the system. The framework for effective school/community relations is also discussed. Reproducible forms and sample materials mentioned in the guide are included in a related document (CE 014 259).

5 COLLAGE. A COLLECTION OF CAREER EDUCATION RESOURCES. Jezierski, Kathleen, compiler. Ohio State University, Columbus. Center for Vocational Education. September 1977. 93p. (ED 145 254)

This catalog, consisting of three major sections, is intended primarily for teachers and administrators in Illinois but is also designed to be applicable to educators in other states. The first section (in narrative form) focuses on ideas for using community-based resources, offers guidelines for selecting career education materials, and describes several educational resources. The second and third sections consist of annotated bibliographies. The first of these provides "how to" career education manuals and guides in the following areas: establishing resource centers, evaluating students and programs, teaching the handicapped and gifted, involving the community in career education, dealing with sex bias, providing inservice education, and career education. The second bibliography containing curriculum materials is divided into elementary school, middle/junior high school, and senior high school levels, and covers the subject areas of language, art, mathematics, science, social studies, art, music, physical education, and group guidance. The senior high school materials also include curricula for vocational education. All of the curriculum materials presented were chosen from the ERIC system.

6 CAREER RESOURCE CENTERS. Axelrod, Valija; and others. Ohio State University, Columbus. Center for Vocational Education. August 1977. 125p. (ED 143 883)

Developed as a guide for educational planners interested in expanding their career guidance and career education delivery system, this handbook suggests general plans, procedures, staffing patterns,

activities, and resources in eight chapters. Chapter 1 provides a broad perspective on the rationale for career resource centers. Chapter 2 covers various tasks related to early planning efforts. General guidelines for physical facilities, effective space management, and display plans are presented in chapter 3. Chapter 4 is devoted to staffing considerations. Chapter 5 provides procedures to assist in career information materials acquisition and selection. Chapter 6 promotes the importance of effective public relations. Chapter 7 describes feasible programs, services, and activities designed to promote career resource center utilization. Chapter 8 presents the importance of evaluation for the continued improvement of operating career resources centers and includes practical suggestions for process and outcome evaluations. Appendixes include the following: Overview of Federal legislation, proposal for developing a career resource center, selected sources of career information, ERIC clearinghouses, selected career resources on a limited budget, computer-assisted guidance, and a bibliography on designing a career resource center. In addition, 37 exhibits are included throughout the handbook.

7 ASSESSING NEEDS: TABULATION. A PROCEDURAL GUIDE FOR SUPERVISORS. RESEARCH & DEVELOPMENT SERIES NO. 119-F. CAREER PLANNING SUPPORT SYSTEM. Coatney, Richard P.; and others. Ohio State University, Columbus. Center for Vocational Education. (ED 143 872)

This guide, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, provides instruction for faculty-staff members (on a needs assessment task force) to lead others in manually tabulating data collected on four questionnaires administered as one of the activities of CPSS. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) (This guide will probably not be used if data is analyzed by computer. The computer option is discussed in the procedural guide on assessing needs--surveying.) Procedural sections of this guide provide detailed instructions for accomplishing the following tasks: Transfer questionnaire responses to code sheets; add each column on each code sheet to summary sheets; total summary sheets; compute percentages and sums of rankings and transfer to nine tables; and record all fill-in statements and comments. It is noted that results of the tabulation are intended for use in setting goals

for the school's career guidance program.

8 ASSESSING RESOURCES. A PROCEDURAL GUIDE FOR THE RESOURCE LEADER. RESEARCH & DEVELOPMENT SERIES NO. 119-D. CAREER PLANNING SUPPORT SYSTEM. Burkhardt, Carolyn M.; and others. 1977. 77p. (ED 143 870)

This guide is one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This guide is intended for the resource leader, for use in directing a task force to collect information on and account for the use of resources in the school and community, resulting in data which is to be used for the development and operation of the career guidance program. The major portion of this guide consists of thirty-nine forms designed to collect the following types of information: (1) current career guidance activities in the high school, its feeder schools, and the state and district, (2) available school and community resources that could be used in career development activities, and (3) a description of the school and community that includes population statistics, occupations in the community, and courses offered in the school.

9 CAMERA READY MASTERS. B/M-1 RESOURCE ASSESSMENT. B/M-2 SURVEYING. B/M-3 TABULATION. B/M-4 SELECTING PROGRAM GOALS. B/M-5 PRODUCING CDU's. CAREER PLANNING SUPPORT SYSTEM. Ohio State University, Columbus. Center for Vocational Education. 175p. (ED 143 868)

This package of camera ready masters is one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system which (1) provides techniques to improve a high school's career guidance program, (2) focuses on the skills students need to make decisions about and pursue their life goals, and (3) offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) Included are masters (questionnaires, instructions, CPSS Program Information File, etc.) needed for the following CPSS activities: Resource Assessment, Surveying, Tabulation, Selecting Program Goals, and Producing Career Development Units (CDUs). The number of copies and time

for use is explained in the coordinator's handbook component (CE 012 562) of CPSS.

10 COORDINATOR'S HANDBOOK. RESEARCH & DEVELOPMENT SERIES NO. 119-B. CAREER PLANNING SUPPORT SYSTEM. Lowry, Cheryl Meredith; and others. 1977. 87p. (ED 143 867)

This coordinator's handbook, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, is designed as a project management tool and provides step-by-step procedures for planning, leading, and coordinating CPSS activities. (CPSS is a comprehensive guidance program management system which offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) Each of the eight chapters in this handbook deals with a major step in the CPSS process. In each chapter, the first part contains background information on the step in addition to information on parallel activities. The second part lists specific steps for planning, organizing, and accomplishing tasks; activities that the coordinator will monitor are included. The chapters are titled Getting Started (focuses on selecting the steering and advisory committees), Assessing Resources, Assessing Needs: Surveying, Assessing Needs: Tabulation, Selecting Program Goals, Producing CDUs (Career Development Units), Reviewing Your Program Annually, and Reassessing Your Program. A sample trend graph for coordinator use and information on the CPSS Information File are appended.

11 COMMUNITY RESOURCE GUIDE FOR CAREER EDUCATION. Melton, Dale H. Manatee Junior College, Bradenton, Florida. June 1977. 113p. (ED 143 380)

Ideas, examples, resources, and references for use by those interested in promoting collaborative educational efforts in their community are presented in this manual. Three major purposes of the guide are to bring together current materials on school-community cooperation; to assist in improving the quality of present collaborative efforts; and to encourage the development of new ideas and procedures. The manual is divided into four chapters: (1) Collaboration: Rationale, Necessary Changes, and Proposed Actions; (2) Coordination of School-Community Collaborative Efforts; (3) Resources, Services, and Activities Involving School and Community; and (4) Parent Involvement in Career Education. Extensive appendixes provide examples of school/community/industry cooperation in educational

ventures. These examples range from suggestions to resource persons for making effective presentations, and tips on speaking to students, to guidelines for planning and implementing career education workshops, and using business/labor/industry representatives as career development resource personnel.

12 CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS. CAREER GUIDANCE PROGRAM SUPPORT FUNCTIONS. RURAL COMMUNITY PERSPECTIVES TOWARD CAREER DEVELOPMENT: A HANDBOOK FOR THE ASSESSMENT, COMMUNICATION AND EXPANSION OF RURAL ADULT CAREER ATTITUDES AND VALUES AFFECTING YOUTH. RESEARCH AND DEVELOPMENT SERIES NUMBER 118 D3. Stein, Walter M. Northern Michigan University, Marquette. School of Education. 1977. 105p. (ED 142 765)

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook is one of a subset of three program support function guides. Activities listed are designed to affect the indicators of career attitudes and values in youth, i.e., the adults of the community. The handbook describes a comprehensive program of attitudes and values identification and communication to assist career guidance personnel in expanding career aspirations and options for rural youth by diminishing racial, sex, and socioeconomic stereotypes among adults. Specific programmatic information, program techniques, and actual instruments (attitudes questionnaires, career guidance inventories, simulations) are provided for use as shown in the attitudes and values change program. Guidance staff are also given guidelines throughout to alter the materials or build their own programs from the research-based information presented. Appendixes suggest specific alternative program materials and program evaluation tools.

13 CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS. CAREER GUIDANCE PROGRAM SUPPORT FUNCTIONS. COMMUNITY RELATIONS AND INVOLVEMENT: A PROCEDURAL GUIDE TO FACILITATE SCHOOL AND COMMUNITY COOPERATION. RESEARCH AND DEVELOPMENT SERIES NUMBER 118 D2. Axelrod, Valija; and others. Northern Michigan University, Marquette. School of Education; Ohio State University, Columbus. Center for Vocational Education. 1977. 84p. (ED 142 764)

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This procedural handbook, one of three support functions

guides in the series, is based on the premise that community cooperation, through a variety of strategies and under the school's sponsorship and coordination, is a source of talent for career guidance. The handbook is intended to do the following: (1) Show schools how to identify needs in the local community, (2) show schools how to identify talent and information to meet these identified needs, (3) indicate the various levels at which the community can become involved in the career guidance program of the rural schools, (4) suggest strategies for involving community members and organizations in the career guidance program of rural schools, (5) delineate strategies for evaluating school-community cooperation, (6) suggest goals and objectives for school-community cooperation in the career guidance program, (7) suggest means to train staff to use a variety of school-community cooperation techniques, and (8) upgrade the image of the rural career guidance program through improved school-community cooperation.

14 CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS. CAREER GUIDANCE AND COUNSELING FOR GROUPS AND INDIVIDUALS. CAREER GUIDANCE PRACTICES: A RESOURCE GUIDE OF SUGGESTED GROUP GUIDANCE AND COUNSELING TECHNIQUES FOR USE IN THE HOME, SCHOOL, AND COMMUNITY. RESEARCH AND DEVELOPMENT SERIES NUMBER 118 C5. Davis, Helen M; and others. Ohio State University, Columbus. Center for Vocational Education. 1977. 280p. (ED 142 761)

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in subset C, presents examples of multi-centered guidance practices according to focusing on home, school, and community. In the home-centered unit, five practices which enhance the quality of the home as a learning center are described, each of which builds on the strengths of the home environment as well as the interests and skills of parents. School-centered guidance practices are divided into three sections: (1) Group counseling activities that allow the counselor/teacher to impact on individual needs in small groups, (2) subject matter practices that infuse career concepts into the classroom but not directly related to a curricular discipline. Community-centered practices include career fair (grades 5-9), professional exploration internship, community persons as classroom resources for career exploration, and adopt a grandchild/adopt a grandparent. References are included.

15 CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS. CAREER GUIDANCE AND COUNSELING FOR GROUPS AND INDIVIDUALS. TRANSITIONAL CAREER PLACEMENT IN THE RURAL SCHOOL. RESEARCH AND DEVELOPMENT SERIES NUMBER 118 C4. Kosmo, Susan J.; Hartz, John D. Northern Michigan University, Marquette. School of Education; Ohio State University, Columbus. Center for Vocational Education; Wisconsin University, Madison. Wisconsin Vocational Studies Center. 1977. 140p. (ED 142 760)

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in subset C, describes a variety of school-based activities designed to assist students in accomplishing that aspect of their career transition related to locating, securing, developing, maintaining, and evaluating their selected career objectives. The placement process is approached from both programmatic and individual student points of view. The programmatic component stresses providing activities, services, and resources that have the potential for benefiting all students. The individual component stresses ways of meeting each student's unique placement needs. Each element of the placement program includes both student activities and school/community activities. Suggestions are also included for staffing a placement program, selecting program objectives, and evaluating the school's effort in placement.

16 CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS. CAREER GUIDANCE AND COUNSELING FOR GROUPS AND INDIVIDUALS. AN INDIVIDUALIZED APPROACH TO CAREER COUNSELING AND CAREER PLACEMENT: INTRODUCTION, BACKGROUND, AND RATIONALE. RESEARCH AND DEVELOPMENT SERIES NUMBER 118 C3. Hartz, John D.; Kosmo, Susan J. Wisconsin University, Madison. Wisconsin Vocational Studies Center. 1977. 52p. (ED 142 759)

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in subset C, contains description and rationale for two program components presented in more detail in other volumes. Part 1 discusses an individualized approach to career counseling and provides a developmental base upon which career counseling can be planned, with focus on the counselor's role. The model for instituting a career counseling program which is overviewed here is presented in more detail along with suggested materials and activities in handbook C1. A second component, the

transitional career placement program is discussed in part 2, which presents a model for combining the resources of school, home, and community to assist youth toward self-sufficiency in the transitional role change from school to their next career option. The complete program of materials, activities, and suggestions based on this model is presented in handbook C4.

17 CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS. CAREER GUIDANCE PROGRAM PROCESS. RESOURCE ASSESSMENT: A PROCEDURAL GUIDE FOR THE IDENTIFICATION AND USE OF COMMUNITY RESOURCES IN CAREER GUIDANCE PROGRAMS. RESEARCH AND DEVELOPMENT SERIES 118 B4. Green, Richard E.; and others. Northern Michigan University, Marquette. School of Education; Ohio State University, Columbus. Center for Vocational Education; Wisconsin University, Madison. Wisconsin Vocational Studies Center. 1977. 70p. (ED 142 756)

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in the subset of program development process documents for the series, outlines procedures on how to conduct a resource assessment and how to categorize the information received from the assessment. Focus is on local resource assessment which involves extensive use of school staff, students, and community members. Guidelines on how to (1) identify local material, human, facilitative, and organizational resources, (2) collect and organize data on resources, (3) develop and use a resource catalog, and (4) update the resource catalog are provided. Numerous forms for obtaining information through surveys are included.

18 CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS. CAREER GUIDANCE PROGRAM PROCESS. CAREER DEVELOPMENT NEEDS ASSESSMENT: A PROCEDURAL GUIDE FOR ASSESSING CAREER DEVELOPMENT NEEDS OF INDIVIDUALS AND GROUPS OF INDIVIDUALS IN A SCHOOL AND COMMUNITY SETTING. RESEARCH AND DEVELOPMENT SERIES NUMBER 118 B2. Bush, Andrew J.; and others. Northern Michigan University, Marquette. School of Education; Ohio State University, Columbus. Center for Vocational Education; Wisconsin University, Madison. Wisconsin Vocational Studies Center. 1977. 145p. (ED 142 754)

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This procedural handbook, one of five program development

process documents for the series, provides information on why and how to conduct a career development needs assessment. One portion of the handbook deals with the ideas surrounding the execution of a needs assessment and offers concrete guidelines for conducting such an assessment for career guidance programs. Discussion and examples of procedural tools used in a needs assessment are provided. The document specifically addresses the issues of (1) identifying and involving important groups for input, (2) establishing and valuing goals, (3) gathering data, and (4) measuring and prioritizing discrepancies. The other portion of the handbook documents an application of the suggested procedures in a hypothetical situation. Appendixes contain general forms for use in conducting a local career guidance needs assessment.

19 CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS. CAREER GUIDANCE PROGRAM PROCESS. PLANNING AND IMPLEMENTATION: A COORDINATOR'S GUIDE TO CAREER GUIDANCE PROGRAM DEVELOPMENT. RESEARCH AND DEVELOPMENT SERIES NUMBER 118 B1. Axelrod, Valija; and others. Ohio State University, Columbus. Center for Vocational Education. 1977. 52p. (ED 142 753)

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in the subset of program development process documents for the series, is intended as an initial planning tool for the coordinator of a career guidance and counseling program. The handbook describes (1) establishing and orienting a career guidance program planning committee, (2) systematic procedures for planning the career guidance program, and (3) exemplary materials which could be used in a career guidance program planning-implementation effort. Section 1 discusses procedures for generating interest in and support for the program. Sample materials are provided to aid in the identification, selection, and orientation of planning committee members. Suggestions for community support of the program are also made. The planning-implementation cycle which guides the systematic development of program plans is discussed in section 2. The six steps of the cycle are described and their interrelationships are shown. A number of planning aids which can be adapted for local use are provided; techniques for effective program planning are highlighted.

20 CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS. CAREER GUIDANCE PROGRAM SUPPORT INFORMATION. STATE OF THE ART REVIEW: A COMPREHENSIVE REVIEW OF THE STRENGTHS

AND LIMITATIONS OF THE RURAL HOME, SCHOOL, AND COMMUNITY FOR IMPROVED CAREER GUIDANCE PROGRAMS. RESEARCH AND DEVELOPMENT SERIES NUMBER 118 A1. Drier, Harry N.; and others. Northern Michigan University, Marquette. School of Education; Ohio State University, Columbus. Center for Vocational Education; Wisconsin University, Madison. Wisconsin Vocational Studies Center. 1977. 181p. (ED 142 750)

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This state of the art review, one of three in the subset of career guidance program support information volumes, summarizes the strengths and limitations of the rural home, school, and community and offers insights into the available and desired career guidance programs for the rural setting. Findings and conclusions are presented in the form of a separate position paper with bibliography on each subtopic: (1) The rural home, (2) the rural school, (3) the rural community, (4) rural attitudes and values, (5) career guidance program planning and implementation, (6) assessment for guidance, (7) career guidance program goals and objectives, (8) resource assessment, (9) methods assessment, (10) career guidance practices for home, school, and community, (11) placement services for rural youth, (12) evaluation, (13) staff development, and (14) community relations and involvement. A brief summary of the whole review concludes the paper.

21 THE OPEN DOOR BETWEEN COMMUNITY AND CLASSROOM...HOW IPAR PUTS IT ALL TOGETHER TO PROVIDE ACTION-ORIENTED FACE-TO-FACE LEARNING OPPORTUNITIES TO HELP SCHOOLS PREPARE TODAY'S YOUTH FOR TOMMOROW'S WORLD. Institute for Public Affairs Research, Inc., Portland, Oregon. 17p. (ED 141 607)

IPAR, whose name originally stemmed from its official name--Institute for Public Affairs Research, Inc.--is described as a nonprofit organization operating in Portland, Oregon, and designed to bring students and their teachers into closer contact with all aspects of the working world by (1) recruiting community resources as speakers in classroom for occupational exploration and to offer work experiences, (2) operating a central scheduling center through which teachers can tap these resources, and (3) providing training and orientation for community participants to upgrade the quality of their involvement. After a brief description of IPAR's activities and services, guidelines are offered for developing an IPAR-type program. These guidelines cover organizational suggestions during initial stages, selling the community and schools, sample outline of procedural steps, and suggested job descriptions for staff of an IPAR-type program.

22 CAREER EDUCATION. ADMINISTRATORS AND COUNSELORS IMPLEMENTATION MODEL. MODULE VIII--IMPLEMENTATION. (8.3) INTEGRATION OF COORDINATION OF SCHOOL AND COMMUNITY RESOURCES. Michel, John. Hawaii State Department of Education, Honolulu. Office of Instructional Services.; Hawaii University, Honolulu. College of Education. September 1976. 20p. (ED 140 053)

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this third section (8.3) of module 8 consists of readings and four activities to assist counselors in preparation for their role as coordinators of school and community resources. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.

23 CAREER EDUCATION. ADMINISTRATORS AND COUNSELORS IMPLEMENTATION MODEL. MODULE VIII--IMPLEMENTATION. (8.1) PREPARATION AND EVALUATION OF COUNSELOR MATERIAL. Michel, John. Hawaii State Department of Education, Honolulu. Office of Instructional Services.; Hawaii University, Honolulu. College of Education. September 1976. 28p. (ED 140 051)

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this first section (8.1) of module 8 (implementation for counselors) consists of readings and activities to assist the counselor in preparing and evaluating those materials, procedures, and techniques that will aid with the implementation of career education in the school system. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 8.1 contains a lesson dealing with the preparation and evaluation of career education materials and four activities. Reading selections are provided on the following: Review and analysis of sources of occupational information for career education, a guide to the development of a community resource directory in career education, and guidelines for the development of a career information library. A brief bibliography is also included.

24 CAREER EDUCATION. ADMINISTRATORS AND COUNSELORS IMPLEMENTATION MODEL. MODULE V--IMPLEMENTATION. (5.2) CURRICULUM EVALUATION. Thompson, John A.; Chock, Mona K. O. Hawaii State Department of Education, Honolulu. Office of Instructional Services.; Hawaii University, Honolulu. College of Education. September 1976. 198p. (ED 140 048)

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this second section (5.2) of module 5 (implementation--for administrators) centers on aiding in the implementation of a career education curriculum. Module 5 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. Module 5.2 contains three lessons. Lesson 1 focuses on the community as a source for the development of curriculum materials and includes materials on using community resources as part of the curriculum, using the community as curriculum, onsite visitations, a sample of onsite visitation forms, and a resource inventory. Lesson 2 consists of criteria for evaluating career education materials, an evaluation form, and a materials section which contain 46 1-page evaluations of specific commercially prepared career education materials. Lesson 3 is designed to demonstrate to principals one action plan for infusing career education into an elementary school curriculum. Appendixes contain a directory of resource personnel for vocational-technical programs in Hawaii, and an example of a business information packet prepared for educators.

25 GETTING STARTED: A GUIDE TO WRITING YOUR OWN CURRICULUM. THE PENNSYLVANIA GUIDE FOR INSTRUCTIONAL IMPROVEMENT THROUGH CAREER EDUCATION. ORGANIZATIONAL VOLUME. Cormany, Robert. Central Susquehanna Intermediate Unit 16, Lewisburg, Pennsylvania. 1976. 33p. (ED 139 927)

Written to accompany a three-volume set of teaching activities, this guide provides recommendations for staffing, structuring, and equipping a career education program. The introduction discusses the purpose of the guide, career education in Pennsylvania, and several laws pertaining to career education. Chapter 1 deals with the roles of the administrator, counselor, teachers, department heads, and librarians in the development of career education program. Chapter II presents four approaches to implementing a career education program and discusses their advantages and disadvantages: A total coordinated program involving students at all grade levels; a unit within a major subject; a separate course in career education;

and a series of loosely related activities. Chapter III makes suggestions for selecting and evaluating instructional materials, including printed, audiovisual, and assessment materials. In Chapter IV, external resources are discussed, for example: Vocational-technical schools, other district staff, the community, government agencies, and professional consultants. Chapter V covers management considerations such as staff inservice training, scheduling, grading, field trips, and financing. A summary and a bibliography conclude the document.

26 EXPLORING ARTS AND HUMANITIES CAREERS IN THE COMMUNITY. Andrews, Ellen; and others. Technical Education Research Center, Cambridge, Massachusetts. 1976. 66p. (ED 137 608)

One of a series of 11 arts and humanities career exploration resource guides for grade 7-12 teachers, counselors, and students, this program planning guide suggests several curriculum models for out-of-school programs to augment traditional school courses. Chapter 1 introduces the guide and suggests its uses for administrators, teachers, and counselors. Chapter 2 describes a method for conducting a preliminary survey of community resources (organizations and people available to help the schools by providing sites for various experiences). Chapter 3 describes curriculum models. Some are short-term activities which mainly help students explore arts and humanities careers, e.g., interviewing workers, shadowing workers, going on field trips, and private study. Models for long-term experiences include independent study or volunteer project, teacher aids and student tutors, internship, and apprenticeship. The following components are presented for each curriculum model: General information (design, grade level, credit/salary, time commitment), description, objectives and student activities, and supplementary resources. Chapter 4 offers planning and coordinating suggestions in such areas as funding, legal considerations, union relationship, recruiting and preparing students, and monitoring and evaluating programs for out-of-school experiences. Concluding the chapter are brief descriptions of several programs which link arts and humanities workers with the school system. Appendixes list possible community sites for out-of-school programs, selected unions involved in arts and humanities occupations, and State arts councils which award financial grants to school systems and can also help educators with limited local sites for out-of-school programs get in touch with appropriate workers in other communities who could assist in a program.

27 UTILITY OF COMMUNITY-BASED LEARNING RESOURCES. Evenson, Jill; Banker, Nancy. April 1977. 40p. (ED 136 427)

An increasing number of high school programs are turning toward activities outside the classroom as a source of student learning experiences. One form of organization for such learning is Experience-Based Career Education (EBCE), which provides a link between the academic classroom and vocational education through the use of a "resource pool" of community participants. This study focuses on the resource pools of three schools that decided to implement high fidelity EBCE programs. The main objectives of the study were to increase knowledge about the nature of resource pools and analyze their effectiveness as learning environments. It also demonstrated techniques for locating worthwhile data about such resource pools and helped identify areas where more information is needed. Among results of the study were the findings that resource persons and resource organizations will maintain interest in the program over time, and that underutilization of resources frequently exists.

28 LINCOLN CAREER EDUCATION PROJECT. FINAL REPORT. BOOK 5. PLACEMENT MODEL. Lincoln Public Schools, Nebraska. August 1976. 229p. (ED 136 067)

Description of the placement component of the Lincoln Career Education Project is contained in this report, covering the period of 1973-1976. Objectives, procedures followed, and project results and accomplishments are reported in detail. Results of the project included the establishment and refinement of the general concept of career education among local school and central office staff, establishment and operation of a community resource system, development and pilot testing of a model placement service for exiting seniors, and provision of placement services to several hundred exiting seniors during the 3-year period. Evaluation indicated that 62% of the students who left school after the second and third quarters of the 1975-1976 school year requested help in locating employment. All students who requested assistance were eventually placed in jobs. Results of followup studies indicated that two-thirds were still employed. Placement activities were supported by the community resource system established to identify, analyze, and catalog community resources and make the information available to all school staff. It is recommended that in order for placement services to be effective, students need a well developed set of knowledges, skills, and attitudes, which should be built up over a period of years through a comprehensive and continuing career de-

velopment program carried on in the guidance program and through regular instructional program. Appendixes, the bulk of the report, contain forms and materials developed and used, resource materials for career development, and the revised community resource catalog.

29 CAREER EDUCATION IN THE NORWALK PUBLIC SCHOOLS. EXEMPLARY PROJECT. FINAL REPORT. Norwalk Board of Education, Connecticut. June 30, 1976. 29p. (ED 136 050)

The methods used during 1975-76 in the career education program in Norwalk (Connecticut) were designed for each grade level--elementary, middle school, and high school. (The program began with a Federally funded pilot program in the spring of 1972 in three schools and has expanded, over a four and one-half year period, to a total program in all 25 Norwalk schools. The objectives were to make students aware of why people work, the dignity of work, the wide variety of options available, and to help them acquire skills necessary for work and engage in work that is satisfying and beneficial to society.) Elementary school teachers used career education curriculum units and received assistance from a career education specialist. In the middle schools several approaches were taken including activity periods, simulated work experiences, guidance, and others. At the high school level the career resource center was available on a full-day basis, and career conferences and activities were conducted on a regular basis. The Armed Forces Vocational Aptitude Battery was given to high school students on a voluntary basis. In this report, findings and analyses, conclusions, and recommendations are made for each of the three grade levels. Appendixes include a followup survey of 1975 graduates, a plan for career education, career speakers, levels of elementary school involvement, and high school career conferences.

30 PLACEMENT COMPONENT, LINCOLN CAREER EDUCATION PROJECT. FINAL REPORT. MARCH, 1973-JUNE, 1976. Novak, Carl D.; and others. 1976. 161p. (ED 136 045)

The goal of the placement component of the 3-year Lincoln Career Education Project, Nebraska, was to establish placement services for youth of participating project schools. "Placement" referred not only to helping exiting senior high youth find employment, but also to developing the knowledge, skills, and attitudes which lead to location of and placement in an appropriate job. Focus in the final year was on refining the exiting placement program model for high school seniors. Overall project results and accomplishments were these: Established and refined the general

concept of career education among local school and central office staff, established and operated a community resource system, developed and pilot tested a model placement service for exiting seniors, and provided placement service to several hundred exiting seniors during the 3-year period. Evaluation and conclusions indicate that project components such as the community resource system and placement service were effective and useful. It is suggested that in order for placement services to be effective a set of knowledges, skills, and attitudes should be built up over a period of years through a comprehensive and continuing career development program as well as through the regular instructional program. Description of the placement component, the conceptual model in chart form, and operational steps are included. Forms and materials developed and used in this component are contained in Appendix A. Appendix B contains the revised community resource catalog.

31 CAREER EDUCATION. COMMUNITY RESOURCE CENTER. Great Falls Public Schools, Montana. 1976. 37p. (ED 134 842)

The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. Objectives of the center during the organizational phase were (1) selection of a volunteer coordinator to direct the project, (2) a survey of teachers to determine the need for a community resource center, (3) compiling existing files of resource persons from such organizations as the YWCA, churches, service clubs, and others, (4) establishing a filing system and operating procedures, and (5) recruiting community resource persons to fill indicated needs for speakers. The specific objectives of the center are to help educators insure that each student is aware of the broad range of career options open in the world of work, to provide information to help the student make decisions concerning further education and/or training, and to assist in the development of positive attitudes toward such career education concepts as personal and social significance of productive work, family life, avocational interests, citizenship, and economic responsibility. Topics discussed in this document include center personnel, in-service programs, facilities and funding, general procedures, and office procedures. Appendixes contain forms and materials used in the resource center.

32 A COOPERATIVE CAREER EDUCATION PROJECT INVOLVING THE FAYETTE COUNTY SCHOOLS, EASTERN KENTUCKY UNIVERSITY, AND CENTRAL KENTUCKY VOCATIONAL REGION. FINAL REPORT. VOLUME II. Jenkins, John D. Eastern

Kentucky University, Richmond. November 1976. 198p. (ED 134 836)

This second volume, composed of four appendixes, includes materials developed to aid in accomplishing the goals of a 3-year project in Kentucky designed to provide for a systematic delivery of career development experiences in the Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region. The four appendixes are as follows: (1) Elementary School Self-Development Material (sample pages of learning activities); (2) Advisory Committee Materials; (3) Community Resource Guide (sample pages), which includes more than 300 entries of resources which can be used by teachers and contains aids for organizing guest resource people, field trips, and interviews); and (4) Principal's Handbook for Implementing Career Education, which is a planning package developed for systemwide implementation, continuation, and expansion of career education.

33 CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS. COMMUNITY RESOURCES. INDIVIDUALIZED LEARNING SYSTEMS FOR: CAREER/VOCATIONAL EDUCATION STAFF DEVELOPMENT. Oregon State Department of Education, Salem. 1976. 29p. (ED 133 528)

Career guidance techniques in this package focus on the competency area of community resources. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to identify and use community resources which will assist them in their career development. The 15 sample activities presented are titled: "Community Resource File," "Area Field Trip Investigation," "Community Resource Game," "Article Review," "History of a Business," "Career Investigation Week," "Occupational Information Interview," "Resource Speakers," "Visits to Job Sites," "An AV Presentation," "Practice Interviewing," "School Resource File," "Yellow Pages," and "Survey of the Community." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required.

34 COMMUNITY RESOURCES FOR TEACHER PREPARATION IN CAREER EDUCATION. Interinstitutional Consortium for Career Education, Salem, Oregon. September 1976. 47p. (ED 133 485)

One of seven similar project reports dealing with program development in career education for teacher, counselor, and administrator preparation, this report presents, in four sections, information concerning the use of community resources at the college or university level. The first section describes the Community Resource Task Force's activities and accomplishments relating to the use of community resources for the preparation of educators. The second section discusses the proceedings of the Career Education Community Resources Conference held at Portland State University (March 11, 1976). The third section (1) describes current theory and definitions of career education relevant to the college and university levels, (2) presents an overview of career education, and discusses the cluster concept, life roles, levels of career education, and the difference between career and vocational education, and (3) lists types of community resources, college and university resources, and selected career education concepts. The fourth section offers specific recommendations for types of community resources that are needed generally to enhance college and university education. Appendixes include the participants listing for the career education conference and the Portland State University education model involving community resources. For more information on the total project see CE 009 315.

35 A CREATIVE CAREER EDUCATION LANGUAGE ARTS PROJECT FOR THE DISADVANTAGED. FINAL REPORT. Portland Public Schools, Oregon. Area III Office. March 1975. 27p. (ED 130 164)

A project was conducted to build motivation and increase language arts skills of disadvantaged students through involvement in a career exploration program. A class of 28 students reviewed career clusters and indicated their personal interest. Employed representatives from the community with backgrounds similar to the students' visited the classroom and discussed their roles, jobs, and responsibilities. Following the classroom visit, small groups of students visited the job sites of those who had visited the classroom. The students made notes and took pictures; these comments and photographs were then prepared as stories intended for compilation in booklet form for use by other students. Although the project was not completed in terms of developing the reading booklets and a subsequent evaluation, it was recommended that the process implemented for this type of direct experience be encouraged.

36 COMMUNITY RESOURCES FOR CAREER EDUCATION. MONOGRAPHS ON CAREER EDUCATION. Hoyt, Kenneth. Office of Career Education (DHEW/OE), Washington, D.C. 1976. 34p. (ED 130 118)

Major issues of two mini-conferences for business/labor/industry community representatives with extensive experience and involvement in career education are reported in this monograph. Focus is on recognizing and utilizing community resources that now exist and moving actively toward building new community resources. To this end, the monograph describes the principle of collaboration in career education activities calling for collaborative efforts between educators and the business/labor/industry community. Eleven current major national programs involved in career education are described; it is suggested that if these national efforts can be made an integral part of a total community career education effort, the goals of career education will be enhanced. Examples of how local community resources are used for career education are presented, based on the recognition that local, not national, efforts will determine the effectiveness of implementation of career education. Further issues on policy and directional questions are discussed. Lists of the two mini conferences' participants are appended.

37 COMPREHENSIVE CAREER EDUCATION FOR AMERICA'S RURAL SCHOOLS. Peters, Richard O. 1976. 19p. (ED 130 089)

In spite of limited physical plant facilities, faculty expertise, and operational funds, rural curricula and instruction can implement career education (CE) into the Kindergarten through Grade 12 instructional program by incorporating the natural, social, and human resources. A necessary part of this career education program would be concerned proximity congruency vis-a-vis community resources; that is, a situation in which students are perceptually or physically exposed to the world of work. Student awareness, exposure, and skills training can be enhanced when instructional programs are structured to provide a balance between pre-employment and psychomotor development, and skills application in real world of work situations. Instructional materials, career education resource centers, and a CE professional staff are also important components of a fully operational CE program. The career education coordinator position can be a means of mobilizing the support of the world of work community behind efforts to create and provide career education awareness, exploration, and skills training to students in rural systems.

38 THE TENNESSEE EXEMPLARY PROJECT IN CAREER EDUCATION. INTERIM REPORT. EXEMPLARY PROJECT IN VOCATIONAL EDUCATION CONDUCTED UNDER PART D OF PUBLIC LAW 90-576. Greenville County School District, Greenville, South Carolina. September 1975. 170p. (ED 128 638)

The report documents the activities of the second year of a K-14 career education project in Greenville (Tennessee) city and county schools. The primary goal was to build upon the activities of the first year through the use of workshops and inservice programs to assist in the development of specific activities for the students. Project activities included preparing and placing experience carts (which contain career education tools and equipment) in elementary schools, compiling and distributing a community resource guide, and establishing and continuing a community learning center program for high school juniors and seniorswhich provides observation experiences in the community to aid in career decision-making. Also, the project contributed to greater interest in career education at the state level. Included in the document is a 67-page third-party evaluation report (by a team from the Bureau of Educational Research and Services, University of Tennessee). Nine different tests were administered as part of the evaluation design, and test findings comprise the major portion of the evaluation report. Success of the project was attributed to positive attitudes of teachers and school personnel and community support. Appendixes (70 pages) include test results, materials on the community learning center program, and results of a teacher survey.

39 PLACEMENT COMPONENT, LINCOLN CAREER EDUCATION PROJECT. ANNUAL REPORT 1974-75. Lincoln City School District, Nebraska. June 1975. 205p. (ED 126 311)

The document contains three reports--annual, interim, and evaluation--on a project to organize resources for the planning and implementation of long range improvements in a comprehensive career education program. The report of the placement component describes activities which include an exiting placement program, career counseling, and the publication of a community resource catalog. Appended are a report on the exiting model, a sample from the catalog, and a 51-page supplement containing staff-developed materials to aid teachers in using the catalog. The three color-coded sections on readiness, awareness, and community resources contain activity forms and guidelines for implementation. An interim report on the project as a whole contains a project summary and an evaluation report. Focus of the evaluation was on three general concerns: project accomplishments in terms of stated objectives, implementation

of career education activities, and impact on student outcomes. Evaluation instruments included standardized tests, questionnaires, and data collection. Analysis of findings showed that the project has successfully achieved or is making progress toward achieving most of the objectives, with significant increases in the number of career education activities and participating students. Appendixes (55 pages) include test and survey results and an implementation summary of activities.

40 THE UTILIZATION OF NATIONAL, SOCIAL, AND HUMAN COMMUNITY RESOURCES IN THE PROCESS OF STUDENT CAREER AWARENESS DEVELOPMENT. Peters, Richard Oakes; Fisher, L. Timothy. New Hampshire Supervisory Union 58, Groveton. April 1976. 67p. (ED 121 991)

New Hampshire Supervisory School Union 58 is the site of an experimental schools project, and the career education program developed in the rural area is discussed. Three towns and four schools constitute the Union, and include Northumberland, Stark, and Stratford. Based on a community needs assessment, the National Institute of Education funded project has utilized human and natural resources to foster positive attitudes toward learning and to develop community resource facilities as learning centers. A comprehensive (K-12) career education program utilizing field trips, lesson cards, guest speakers, minicourses, and worksite placement has been developed by staff members, based on career awareness testing and item analysis data. Item analysis has indicated specific occupational areas where efforts can be concentrated to raise career awareness levels in students. Appended material takes up over half the document and includes a variety of program related materials: needs assessment forms; resource guide, with sample lesson plan; area seminar listing; worksite objectives; inservice training strategies; sample awareness lesson; career awareness and maturity inventory; tables with statistical and intervening activities data; and cost analysis.

41 CAREER EDUCATION IN THE NORWALK PUBLIC SCHOOLS. EXEMPLARY PROJECT. FINAL REPORT. Parker, Forrest E. Norwalk Board of Education, Connecticut. June 30, 1975. 47p. (ED 118 918)

During the 1974-75 school year, the major thrust of the second year of the exemplary project was the integration of career education into the curriculum at all levels of instruction. Career education was taught by the regular classroom teacher in all elementary grade schools. Detailed unit plans were developed and published as a guide for teachers. In the middle schools career education

was introduced in the major subject disciplines, and simulated work experiences were expanded by the addition of a communications unit. At the high school level the career education unit was continued in all ninth grade civics classes. Other activities, such as career conferences, library career corners, day with the worker, career interest inventories, and counseling, were carried on and refined. Over 125 business leaders in the community participated as resource persons and guest speakers. Listed in the appendixes are teacher-developed lessons and the frequency of their implementation by school. Included also are lists of guest speakers, their firms, and the occupational clusters they represent. Brief reports of the several career conferences that were held throughout the year are also appended.

42 COMMUNITY RESOURCES: A PARTNERSHIP IN CAREER EDUCATION. Prince George's County Board of Education, Upper Marlboro, Maryland. 1975. 102p. (ED 118 913)

A directory of local community resource personnel and their services which have been utilized by the Prince George's County Public Schools, Maryland for their career education program is presented. A standardized form was used to gain information from area industries and businesses regarding field trips, field activities, day long observations, staff available for school visits, teacher observation, hiring practices, work experience programs, and reference personnel. The completed forms are categorized under the following headings: agribusiness and natural resources, business and office, communication and media, construction, consumer and homemaking education, fine arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public service, and transportation. An overview of the volunteer service program developed by the Prince George's County Schools and a listing of community volunteers available to the schools is provided. Various program related forms are appended.

43 IDENTIFICATION AND UTILIZATION OF COMMUNITY RESOURCES: AN IN-SERVICE COURSE DEVELOPED UNDER SECTION 211 OF THE APPALACHIAN REGIONAL DEVELOPMENT ACT. 1975. 18p. (ED 118 912)

The guide for an inservice course in identification and utilization of community resources is presented in 14 units designed to be used together as a complete course or selectively as learning modules for developing new skills or reviewing previously learned concepts. The topics covered include: career education and community resources; community resources (identification, orientation, and exploration);

utilization of community resources in the classroom and in the guidance program; the administrative function; internal problems inherent in using community resources; simulation as a substitute for, or supplement to, community resources; the development of leisure activities; establishing a community relations office; and evaluating the impact of community resources upon the educational program. For each unit, student objectives, suggested learning activities, evaluation activities, curriculum materials, and supplemental materials are listed.

44 EDUCATOR'S HANDBOOK FOR SECONDARY CAREER GUIDANCE PROGRAMS: NEW HAMPSHIRE GUIDELINES. Gustafson, Richard A.; and others. New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord. 1975. 288p. (ED 118 888)

The handbook is designed to aid the educator-counselor in formulating and implementing a workable secondary school career guidance program. A brief introduction presents definitions, the philosophy of career development on which the program is based, and a glossary of terms. Information is organized into 10 sections. Needs assessment, the first section, explains the planning cycle, describes activities in the process, and contains a pool of items for constructing a needs assessment questionnaire. The second section, program organization and management, addresses the sequence of activities needed in organizing a career guidance effort. An extensive collection of student learning activities and other materials for use by teachers and counselors are contained in the third section. The tested activities were developed around the three major components of the New Hampshire conceptual model of career education: attitudes and values, decision making, and world of work. The remaining seven sections of the handbook detail the processes involved in incorporating career information resource centers, community resources, counseling services, placement services, program evaluation, and follow-up services into the program. Planning steps and models, sample materials, and reference lists and sources are included throughout these sections.

45 ADMINISTERING PUBLIC SERVICE OCCUPATIONS: AN IMPLEMENTATION GUIDE. CURRICULUM GUIDE. California State Department of Education, Sacramento. Division of Vocational Education. June 1975. 165p. (ED 118 744)

The guide, developed to assist administrators and teachers involved in starting and administering public service career education

programs, suggests guidelines for utilizing the six curriculum guides contained in the Public Service Occupations Curriculum Project. An introductory chapter discusses public service careers, the career education concept, program goals and objectives, program validity, and generalized implementation. The first chapter deals with planning in terms of program development and staffing. Chapter 2 outlines program organization, including program coordination, student recruitment, support services, and program evaluation. The third chapter, on curriculum, describes the methods of integrating the public service course into the existing school program and details the implementation process. Goals and objectives, planning, implementation, and student selection for work experience programs are discussed in chapter 4. Planning and implementing for involvement of community resources and the use of a public service advisory committee is the subject of chapter 5. The development and implementation of an articulation component and a compilation of information needed by the teacher is described in detail in the final chapter. The guide also includes a three-page bibliography.

46 ORIENTATION TO PUBLIC SERVICE OCCUPATIONS. CURRICULUM GUIDE. California State Department of Education, Sacramento. Division of Vocational Education. June 1975. 425p. (ED 118 738)

Prepared as a tool for implementing a career education program, the guide is designed to help high school students and teachers explore career options available in the public services field. The eight major occupational groups covered in the units are: (1) government agency management, (2) social and economic services, (3) educational services, (4) resources management, (5) rural, urban, and community development, (6) public safety, corrections, and judical services, (7) regulatory services and records, and (8) transportation services. Sections of each unit contain information on the nature of the occupational groups, the types of work performed, the qualifications and preparation needed, the activities engaged in, career ladders, and employment prospects. Each section includes appropriate instructional objectives, content, student learning activities, teacher activities to facilitate management of learning situations, and a list of instructional resources. Appended are: a listing of resource suppliers and 98 pages of suggested multiple choice evaluation questions. Prepared as master copies for duplication, pre- and post-tests are provided for each section of each unit with answers included.

47 ARIZONA FIELD TEST REPORT. VOL. 3. PARENTS ARE COMMUNITY WORKERS TOO. 1974-75. Peterson, Don; and others. Mesa Public Schools, Arizona. Department of Research and Evaluation. June 1975. 46p. (ED 117 490)

The field test report on the "Parents Are Community Workers Too" instructional unit for grade 1 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance).

48 STAFF DEVELOPMENT PROGRAM FOR PROMOTING MORE EFFECTIVE USE OF COMMUNITY RESOURCES IN CAREER EDUCATION. SECTION 1: OVERVIEW AND MANAGEMENT PLAN, LOCAL NEEDS AND ATTITUDES ASSESSMENT, AND RESEARCH REPORT SUMMARY. Norton, Robert E.; Martinez, Nancy S. Ohio State University, Columbus. Center for Vocational and Technical Education. 1975. 102p. (ED 115 996#)

The staff development program was prepared to provide inservice education to grades K-12 school staff members in making more effective use of community resources in career education. The program was designed to help coordinators plan and conduct inservice sessions for teachers and other instructional staff responsible for using such resources. The publication, Section 1, contains the program contents and management plan, procedures and sample survey forms for conducting a local needs and attitudes assessment, and a summary of a research study conducted by the Center for Vocational Education in 1973 on the attitudes of educators and citizens toward the use of community resources. The sample survey

instruments are for use with teachers and counselors, students and parents, school administrators and board members, and business and industry representatives. Section 2 of the program contains eight inservice modules and is available as CE 005 820.

49 STAFF DEVELOPMENT PROGRAM FOR PROMOTING MORE EFFECTIVE USE OF COMMUNITY RESOURCES IN CAREER EDUCATION. SECTION 2: IN-SERVICE PROGRAM. MODULES A-H. Norton, Robert E.; and others. Ohio State University, Columbus. Center for Vocational and Technical Education. 1975. 384p. (ED 115 926#)

The inservice program section of the staff development program for promoting more affective use of community resources in career education consists of eight modules. Each module contains an instructional plan, suggestions for the inservice coordinator, handout and transparency masters, and resource materials. The eight separate modules are: (1) community resources and career education; (2) use of local community resources; (3) using resource persons; (4) using field trips; (5) experiencing the work setting; (6) using community-school advisory committees; (7) involving community organizations; and (8) application activity. Section 1 of the program, containing the plan and survey procedures, is available as CE 005 893.

50 PROGRAM DEVELOPMENT COMPONENTS OF CAREER EDUCATION. THE ADMINISTRATION OF CAREER EDUCATION: MODULE 5. Drier, Harry N., Jr., ed.; Martinez, Nancy S., ed. Ohio State University, Columbus. Center for Vocational and Technical Education. 1975. 102p. (ED 115 922#)

The module is one of a series of eight developed to provide inservice training for administrators of career education programs. It attempts to identify the essential components of comprehensive career education program development. A careful examination is made of the major components of program development: curriculum, staff development, guidance and placement, community involvement, support systems, and evaluation. The process of working such a program into the school through staff, students, parents, and community groups is presented and views as an interactive process wherein planning, implementation, and review are continuous and of concern to all groups. The two lesson topics are (1) program development components and (2) operational characteristics of program development components. Transparencies, task sheets, and handouts accompany the lessons. A 50-page section provides coordinated supplementary readings.

51 IDENTIFICATION OF RESOURCES. THE ADMINISTRATION OF CAREER EDUCATION: MODULE 4. Drier, Harry N., Jr., ed.; Martinez, Nancy S., ed. Ohio State University, Columbus. Center for Vocational and Technical Education. 1975. 66p. (ED 115 921#)

The module is one of a series of eight developed to provide inservice training for administrators of career education programs. It focuses the attention of the administrator on the various resources of the informational services (occupational, educational, and personal-social) which are available for use in career education resource centers and the integration of career education materials into the regular classroom curriculum. The lesson topics include: using resources to facilitate student awareness; classifying and disseminating career information; assessing human and nonhuman resources; and sources of occupational, educational, and personal-social materials. Task sheets and handouts to accompany the lessons are included, along with a list of supplementary readings.

52 RESOURCES IN CAREER EDUCATION. ORIENTATION TO CAREER EDUCATION: A GROUP APPROACH. MODULE 6. Drier, Harry N., Jr., ed.; and others. Ohio State University, Columbus. Center for Vocational and Technical Education. 1975. 107p. (ED 115 915#)

The document is the final of a subset of six instructional packages focusing on teacher orientation to career education. The purpose of the module is to acquaint the user with the location, nature, accessibility, and suggested uses of various resources at the national, State, and community levels. Upon completion of the three lessons the user should be able to apply and integrate the content into a plan to identify, organize, and utilize a career education resource system at the local level. Each lesson is organized according to goals, performance objectives, content, learning activities, related resources, and study questions. A glossary and supplementary readings accompany the unit as well as readings, transparency masters, task sheets, and handouts for each of the lessons.

COMMUNITY INVOLVEMENT

53 COMMUNITY INVOLVEMENT IN CAREER EDUCATION: A METROPOLITAN AREA EXAMPLE. Barlow, Melvin I. February 1978. 48p. (ED 153 008)

This is a survey of some of the career education programs existing in the Los Angeles area which are collaborative efforts among the agencies of labor, business, industry, and education. The majority of the programs are for grades 10-12. Included are one or more page descriptions of programs developed at UCLA such as the "Kingdom of Could Be You" (for preschool age children), Project Cadre: a cadre approach to career education infusion, and Project BITE: counseling on vocational choices of inner-city high school students. Also included are descriptions of seven programs of the Los Angeles Public Schools such as the Youth Motivation Task Force in which volunteers from business and industry share their experiences in the world of work with students, Junior Achievement--providing small business experience for high school students, and the career center and advisor programs that all Los Angeles County high schools have established. The report concludes with a master plan, recommendations, and generalizations for coordinating the career education activities of this metropolitan area.

54 SUMMATIVE EVALUATION OF THE MOUNTAIN-PLAINS COMMUNITY DEVELOPMENT COMPONENT. AN AFFECTIVE EVALUATION REPORT. Jenkins, Robert L., III. Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Montana. July 1976. 95p. (ED 150 369)

Focusing on program development and evaluation, this document presents the summative evaluation of the community development component of the Mountain-Plains Career Education Model IV, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. The report first provides an overview of the community development component, delineates the goals and program objectives, and outlines the stages of component and program development. Next, the evaluation findings are discussed and include measurements made in three program areas: description of leadership behavior, levels of community participation, and evaluation of orientation. Results of the analysis made of the quality of the evaluation instruments are reported as well as the results of the findings. Finally, a summary of the program de-

velopment and evaluation findings during the stabilization and operation period is presented and formative implications are given. Organizational charts and statistical tables are appended. (For a summative evaluation of the overall Mountain-Plains Program, see CE 014 682-684.)

55 VOCATIONAL DETERMINATION PROCESS THROUGH SCHOOL, INDUSTRY AND COMMUNITY INVOLVEMENT. FINAL REPORT. Lutz, John; Staber, Richard A. Central Columbia School District, Bloomsburg, Pennsylvania. December 7, 1977. 15p. (ED 149 042)

Through a school-industry-community council strategies and procedures were developed and tested to identify the most cost effective method to provide selected students with opportunities for nontraditional counseling training and to determine the effect it had on career goal choices. The American College Testing (ACT) Career Planning Program test series was administered to 235 tenth grade students at one high school. Sets of ten matched pairs of students were chosen, the groups ranging from high to low ability. Each was then broken into a control group and a test group. Students in the test group became involved in various activities aimed at strengthening their values and attitudes toward self and work, strengthening occupational awareness, or building specific vocational skills. Geared to student needs and interests activities were pursued individually and in small groups under the direction of a vocational guidance paraprofessional. Findings of the first year included the following: (1) An analysis of variance on four measures revealed that each ability level was statistically different from the other two and that there was no systematic sex bias between levels; (2) ACT tests showed no significant differences between test and control groups on any measures; (3) the advisory committee was not effective to an acceptable degree (too large for the scope of the project), and (4) starting delay caused problems in properly training the paraprofessional.

56 RURAL CAREER GUIDANCE: ADMINISTRATOR'S ROLE IN IMPLEMENTING CHANGE. Edington, Everett D.; and others. American Association of School Administrators, Washington, D.C.; Far West Laboratory for Educational Research and Development, San Francisco, California; New Mexico State University, University Park. ERIC Clearinghouse on Rural Education and Small Schools.; Ohio State University, Columbus. Center for Vocational Education. February 1978. 89p. (ED 148 533)

Rural administrators play a key role in encouraging change within schools and in integrating a career education program into the

existing curriculum. The guide covers innovation and its relationship to education's goal and objective; factors affecting educational change within the school, community, and administration; and the community's role in the educational change process. The implementation of an integrated career education program is described in terms of the administrative plan, curriculum development, instructional development teams, pupil personnel services, school organizations and activities program, placement services, staff development, community involvement, advisory committees, and evaluation. Three levels of career education programs are discussed: the elementary school program which should be developmental; the junior high school program which is basically explorative; and the senior high school program which provides opportunities for investigating careers in depth. Key considerations in making a cooperative vocational education program operational are suggested. Four types of community-based experiences in career education are also described: interviews, shadowing (when a student spends a day with a worker at work), field trips, and resource speakers. For the most part, these activities involve the teacher, a single student, a group of students, or the entire class, parents, and the community.

57 NEW HAMPSHIRE STATE PLAN FOR CAREER EDUCATION. PLANNING YEARS: 1976-77 & 1977-78. IMPLEMENTATION YEARS 1978-83. New Hampshire State Department of Education, Concord. ((1977)). 220p. (ED 147 638)

Two hundred representatives from the community, special interest groups, and the educational field cooperated in writing a preliminary state plan for career education focusing on the following problems: high unemployment rate of society's untrained youth, the diminished ability of the job market to absorb unskilled workers, lack of trained persons to fill industrial jobs, and the need for career and vocational counseling to reach adults as well as students. This document outlines these and other problems and seeks to suggest ways to solve them. The first five sections cover final development of the state plan (advisory committee, employment of staff, operational funds), statewide orientation to career education, state training for career education (inservice and preservice for educators and guidance personnel and inservice for parents and community), program development, interstate and intrastate communication and resource exchange, and the steps involved in program assessment and evaluation. The major portion of the document consists of summary reports of career educational goals developed by working committees in the following subareas: community (small business,

large business, human services, fraternal organizations, media/public relations, humanities and arts, environment/energy, military and government, manpower/labor); special interests (special needs and disadvantaged, sex role stereotyping, urban/rural exchange, adult information services, bilingual/bicultural); education (preschool/day care/kindergarten, elementary/secondary, postsecondary/junior college, higher education, teacher education, and counselor education.

58 NATIVE AMERICAN CAREER EDUCATION UNIT. THE COMMUNITY IN TRANSITION. Far West Laboratory for Educational Research and Development, San Francisco, California. 1977. 204p. (ED 147 600)

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students understand some of the principles which govern cultural change and to show how it is possible to adapt to change while retaining essential cultural elements. The five activities in the unit include reading, mapwork, games, and a community planning exercise to focus on differences and similarities in the ways in which basic needs are met at different periods in a culture's history and on the corresponding effects on lifestyles, roles, and careers within the culture. Related subject areas are history, geography, mathematics, transportation, and industry. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide for the whole twelve-unit program is also available--CE 014 035.)

59 NATIVE AMERICAN CAREER EDUCATION UNIT. THE COMMUNITY. Far West Laboratory for Educational Research and Development, San Francisco, California. 1977. 91p. (ED 147 599)

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students understand the economic structure of their own community, similarities and differences between it and the economies of traditional Indian communities, and the

implications of adding a new industry to the economy of a community through a simulation exercise. The unit includes four activities focusing on the subject areas of economics, history, and government. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Exercises for students consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide for the whole twelve-unit program is also available--CE 014 035.)

60 NATIVE AMERICAN CAREER EDUCATION UNIT. PART OF THE WHOLE WORLD. Far West Laboratory for Educational Research and Development, San Francisco, California. 1977. 127p. (ED 147 596)

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to make Native American junior high school students aware of cooperative skills and of the cultural and economic context within which careers exist. Focus is on the subject areas of social development and health. The activities contained in the unit are titled as follows: You and Your Community, Native American Culture, How Native Americans Have Helped America Grow, How Have Different Ethnic Groups Helped America Grow? Looking at Parts of the World, and Part of the Universe. Each activity includes objectives, suggested teaching procedures, and student exercises, e.g., readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included along with an answer key. (A guide for the whole twelve-unit program is also available--CE 014 035.)

61 NATIVE AMERICAN CAREER EDUCATION PROJECT. STATE OF THE ART STUDY. Schaulis, Saundra; and others. Far West Laboratory for Educational Research and Development, San Francisco, California. 1977. 184p. (ED 147 594)

One of three major products (state of the art study, curriculum

guide, and twelve instructional units) of the Native American Career Education (NACE) project, this report contains a review of current career education literature and materials which provide information or models useful in developing career education for Native American students. In part 1, materials and programs with concurrent approaches to career education are grouped alphabetically in twelve general sections. These are philosophical statements and guidelines for development and implementation of career education programs; self-concepts as the cornerstone; value patterns among sixth, eighth, and eleventh grade students; guidance approaches; combined approaches; approaches at the elementary school level; field test results; national study of student career development; exemplary programs; community control for career education development; methodology; and instructional materials and units. Part 2 provides an overview of the most significant concerns and issues in Native American education (bilingual education and cultural awareness), and includes reports on curriculum programs and materials being developed by Native Americans in career education and other subject areas, and materials for teachers of Native American students. Reviewed curriculum materials and programs are described and analyzed in outline form indicating title, author, publication data, intended users, stated or inferred goals, content, activities, use of materials, relevance to NACE project, and an excerpt from the materials or program.

62 AN EXEMPLARY CAREER EDUCATION EFFORT IN SCHOOL DISTRICT TWO OF RICHLAND COUNTY. FINAL REPORT. JULY 1, 1973 - JUNE 30, 1976. Richland County School District 2, Columbia, South Carolina. December 31, 1976. 233p. (ED 147 529)

The first three years of operation of the Richland County School District Two (South Carolina) exemplary effort in career education are summarized. Categories of activities stressed to implement a K-14 career education program were a planning process, teacher and student participation, community involvement, student placement and follow-up, and continuation of the program beyond federal funding. The third-party evaluation centered on six areas: career awareness and preparation, self-awareness and understanding, attitudes and appreciations, educational awareness, and decision making. Findings of the final annual evaluation included the following: (1) Students differentiated careers according to socioeconomic factors with a tendency for careers that required postsecondary training; (2) students on free lunch and students from rural areas were identified as having lower self-concepts (in grades 4-6), lower aspiration levels (in grades 6-12), and

tended to select away from careers requiring extensive postsecondary education; (3) students developed a good grasp of economic concepts affecting career choice, and of the education-career relationship; and (4) principals and teachers continued to demonstrate strong support for the concept and practice of career education in their schools. (Appendixes include project materials and data analysis.)

63 FLIGHT PLAN: TOWARD A CAREER CHOICE. SCHOOL AND COMMUNITY AS CO-PILOTS OF CAREER EDUCATION. Drews, Pearl A. Akron Public Schools, Ohio.; Akron Regional Development Board, Ohio. 1977. 405p. (ED 147 513)

Based on collaboration efforts in Akron, Ohio, this manual is designed to help interested communities implement or expand collaboration of career education among the formal education system, the home-family structure, business, labor, industry, government, the professions, service organizations, and others. Topics discussed include the following: background information about career education, including history and collaboration in career education; the career education concept in Akron; collaboration in Akron; inservice programs, including university involvement, workshops, seminars, and program development; collaboration in national programs (Exploring--Boy Scouts of America, Project Business, Vocational Exploration Program, and Youth Motivational Task Force); collaboration in local programs of national organizations; collaboration in Akron programs for elementary and secondary schools; collaboration with parents; collaboration to make speakers and field trips contribute to effective career development; preparation and placement, and evaluation in career education. A bibliography and listings of contributors and collaborating agencies are appended.

64 CAREER EDUCATION: AN OPEN DOOR POLICY. Wilson, Jeanne; Rutan, Patricia. Phi Delta Kappa Educational Foundation, Bloomington, Indiana. 1977. 60p. (ED 147 487)

A model is presented in this paper for opening the doors between the educational system and the larger community to an effective career education program which would prepare graduates of the 1980s to move directly from the classroom into jobs. Topics discussed include the following: (1) the youth employment crisis and how business and government respond, how the public schools respond, some approaches to career education (career awareness, career discovery, and career emphasis), how postsecondary schools respond, and the need for a cooperative response; (2) trends in the job market of tomorrow, including computerization, more white-collar and temporary jobs, effects of the knowledge explosion on

on-the-job training and lateral management, and impact of resources conservation, including fewer goods-providing jobs, new jobs in conservation technology, and more service-providing jobs; (3) the career education curriculum and its impact on knowledge (task-oriented curriculum, lifelong education, community-based education, and multimedia curriculum), on skills (including thinking and communication skills), and on attitudes (to foster the personal qualities demanded of a future worker); and (4) suggestions for preparing educators and the community prior to implementing the career education program. Sample units are included to provide examples of career education curriculum for various age levels and to exemplify principles discussed in the paper.

65 WORK-ED (WORLD OF RELATED KNOWLEDGE AND EDUCATION DEVELOPMENT). MANUAL FOR ADMINISTRATORS. Hackensack Public Schools, New Jersey. August 1976. 70p. (ED 147 485)

This manual is designed for the administrator or coordinator responsible for implementing the World of Related Knowledge and Educational Development (WORK-ED) program in a school district. (The program is a career education course of study for ninth graders designed to enable students who have not chosen the traditional college prep high school course to make career choices based on occupational information and ability to select goals.) The manual details all steps necessary to implement the program and provides the measuring devices for evaluating the program's success. Information and strategies necessary to achieve the program goals are discussed and include the following: rationale, objectives, needs assessment, resource specifications and start-up costs, staff involvement, training, surveys of students, teachers/counselors, community, and evaluation. Appendixes contain samples of all written materials necessary to implement the WORK-ED program.

66 REFINING THE CAREER EDUCATION CONCEPT: PART II. MONOGRAPHS ON CAREER EDUCATION. Hoyt, Kenneth B. Office of Career Education (DHEW/OE), Washington, D.C. 1977. 37p. (ED 146 362)

Four concept papers prepared by the director of the Office of Career Education, U.S. Office of Education, during 1976-77 are presented in this monograph. "Career Education and Manpower Training" presents a treatment of jobs versus work, specific vocational skills versus adaptability skills, paid employment versus productive use of leisure time, community authority versus community responsibility, and adjusting to society versus adjusting

society. The second paper, "Basic Issues in Implementation of Career Education," deals with implementation issues in infusion and in collaboration. "The Human Side of Work," presents a study of the meaning of "work"--what it is, what it is not, and the difficulties encountered with the definition of "work." The fourth paper, "Career Education in the Community College: An Evolving Concept," deals with the role of community colleges in career education, and the basic elements of career education in community college settings.

67 CAREER EXPLORATION OCCUPATIONAL INFORMATION FOR THE JUNIOR HIGH/MIDDLE SCHOOL. A PLANNING CURRICULUM GUIDE. Lawson, Dorothy M.; McDonald, Dorothea V. Eastern Illinois University, Charleston. 1977. 420p. (ED 146 350)

Materials contained in this guide are designed to be used in planning a comprehensive career education program and for developing individual career education units for grades 6-9. Section 1 is the planning guide and contains strategies for organizing, planning, and implementing a program, developing staff inservice, conducting a needs assessment, identifying resources, and preparing a resource center. There are also suggestions for involving the community, parents, and students in the planning and implementation process, and tips for conducting field trips and interviews. Section 2 provides curriculum guides for five selected occupational cluster units: applied biological and agricultural occupations; business, marketing, and management occupations; health occupations; industrial oriented occupations; and personal and public service occupations. Each unit provides a preface containing background information, and outlines subject matter area relationships, career development focus, occupational titles, teaching strategies, introductory activities, and individual and/or small group activities in which the student gathers information relevant to the occupations and refines the career development concepts. (The units are not lesson plans but they do contain the elements necessary to develop lesson plans appropriate to individual classes.) Section 3 provides a bibliography of resources appropriate for development of a career exploration curriculum, including books, audio-visuals, pamphlets, and sources of free and inexpensive materials.

68 A PRIMER FOR CAREER EDUCATION. MONOGRAPHS ON CAREER EDUCATION. Hoyt, Kenneth B. Office of Career Education (DHEW/OE), Washington, D.C. 42p. (ED 145 252)

In this monograph, a view of the basic nature of the career education effort is discussed under the following topics: the basis of need for career education; the meaning and goals of career education; the difference between career education and vocational education; career education and basic academic skills; career education and career guidance/career development; infusion/threading/weaving in career education; collaboration in career education; career education goals and the goals of American education; career education and higher education; career education and the community college; inservice education in career education; community career education coordinator; career education "treatment"; and evaluation.

69 INVOLVING SIGNIFICANT OTHERS IN CAREER PLANNING: A COUNSELOR'S HANDBOOK. RESEARCH AND DEVELOPMENT SERIES NO. 128. Burkhardt, Carolyn; and others. Ohio State University, Columbus. Center for Vocational Education. July 1977. 43p. (ED 145 149)

Strategies counselors can use to involve "significant others" (persons who have an important influence on the career plans of students, e.g., parents, peers, and relatives) in high school career guidance programs are offered in this handbook. Content is presented in three main sections: (1) a brief, nontechnical section summarizing how significant others outside the school help to influence students' career plans; emphasis is also on the overall societal context within which the process of significant others' influence operates; (2) discussions of strategies that school personnel may use to incorporate significant others into the career guidance program, e.g., methods for identifying individual students' significant others, and suggestions for using communication media for involving significant others in career planning; and (3) an outline of the elements that may be included in a student career planning file, such as aptitudes and interests inventories, employment opportunities, and preparation requirements. An annotated list of resource materials and an open-ended attitudinal questionnaire (concerning the student's feelings about career plans) are appended.

70 CAREER EDUCATION IN NEW YORK STATE. A CATALOG OF IDEAS AND PRODUCTS FROM 22 NEW YORK STATE VEA-SUPPORTED PROJECTS. Blum, Robert E. New York State Education Department, Albany. Office of Occupational and Continuing Education.; Policy Studies in Education, New York, New York. 1976. 121p. (ED 145 133)

Intended for school districts and/or other agencies and groups in New York State (but having applicability to other states)

which plan to begin career education programs or desire to improve or modify a program already in existence, this catalog summarizes the ideas contained in the more than 250 products reviewed. The catalog does this in two ways. First, it describes seven critical career education implementation areas: planning, curriculum, guidance, inservice, public relations, community involvement, and evaluation. Each description gives a rationale for the area as well as detailed information on procedures and products associated with the area. Second, the catalog presents descriptions of certain products created by twenty-two career education model projects which illustrate the information being presented.

71 IMPLEMENTING CAREER EDUCATION. EXEMPLARY PRACTICES IN CALIFORNIA PUBLIC SCHOOLS. California State Department of Education, Sacramento. 1977. 71p. (ED 145 097)

The collection of California's exemplary practices in career education included in this document was chosen because each one illustrates an exemplary practice in a specific aspect of career education. It is also noted that each practice has demonstrated effectiveness and each can be replicated without unusual additional resources. Following the first two chapters, which discuss career education in general (definitions, basic concepts, common misunderstandings, change strategies, and concerns for the future) and career education in California (report of the Commission for Reform of Intermediate and Secondary Education (RISE), goal statements and career clusters), each of the remaining chapters discusses and describes exemplary practices/projects in one of the following areas: planning, management, staff development, curriculum development, instructional services, guidance services, community involvement, and evaluation.

72 LINKING SCHOOLS AND THE COMMUNITY. EDUCATION U.S.A. SPECIAL REPORT. Gonder, Peggy Odell. National School Public Relations Association, Arlington, Virginia. 1977. 96p. (ED 144 202)

This booklet discusses the importance of involving members of the community in public school programs and activities and presents brief profiles of current school programs and policies that are attempting to do so. The author examines in detail the kinds and extent of parent and community interaction with the schools and describes what different schools throughout the country are doing to encourage active, constructive community participation. Separate chapters of the booklet provide guidelines for (1) breaking down barriers to parent participation; (2) organizing a volunteer program; (3)

involving the community in problem solving, long-range planning, goal setting, and evaluation; (4) working with advisory committees; (5) working with special interest groups; and (6) identifying critical community issues, such as decentralization, school closings, and collective bargaining.

73 CAREER EDUCATION: A COLLABORATIVE EFFORT. COMMISSIONERS NATIONAL CONFERENCE ON CAREER EDUCATION (HOUSTON, TEXAS, NOVEMBER 7-10, 1976). REPORT. Dingle Associates, Inc., Washington, D.C. 1976. 289p. (ED 143 851)

A summary of the content of a national conference on career education as a cooperative effort is presented in this report. Included are descriptions of career education practices now in existence, summaries of sessions related to conceptual efforts and technical skills required for career education, and comments from various critics of career education. Four major sections comprise the report: (1) Summaries of speeches made during the conference's four general sessions; (2) articles written by reporters (for the most part, college journalism students) on selected concurrent sessions; (3) synopses of most sessions not covered by reporters, based on abstracts submitted by the presenters for these sessions; and (4) a list of the majority of the presenters at the conference, listed according to session theme or clustered according to the area of concern addressed. These clusters included: Career Education by Levels and Settings; Career Education by Function; Career Education by Special Population Groups; Educational Skills and Approaches; Career Education Community Resources; and Career Education Concepts.

75 DIALOGUE. CAREER EDUCATION MINI-CONFERENCES FOR ASSOCIATIONS. FINAL REPORT. Applied Management Sciences, Inc., Silver Spring, Maryland. May 1977. 227p. (ED 143 833)

Proceedings of nine "mini-conferences" (each consisting of four representatives from each of three associations) on career education held during the period January-April, 1977, are contained in this report. Also included are a series of statements/documents prepared independently by association subcommittees. Various issues of concern to the participants are listed for each conference, followed by a dialogue directed toward specific issues selected for discussion. Major themes include defining career education and related terms; teacher involvement in career education; community collaboration in career education; career education legislation; suggestions for association involement in career education; leadership roles in

career education; inservice education in career education; and career education for special groups. A list of the 27 associations and a roster of participants appear at the end of the report.

76 CAREER EDUCATION INSTRUCTIONAL SYSTEM. FINAL REPORT. Newark School District, Delaware. March 1977. 190p. (ED 143 785)

Designed to complement and enrich the existing career education program in the Newark (Delaware) School District, the project reported here was an effort to develop a model that was easily transportable and could be implemented with minimal funding. Objectives were to comprehensively define the existing K-12 career education program in the Newark (Delaware) School District, provide for significant increase in community involvement, identify program gaps to be addressed, define implementation procedures, and develop and identify instructional resources and materials to support classroom activities. The body of the report (26 pages) describes goals and objectives of the project, provides general information, district perspective, curriculum development, orientation, and results and accomplishments of the community, guidance, curriculum, and dissemination components of the project. The following appendixes make up the remainder of the report: Newark School District K-12 Model for Career Education and Goals and Recommendations for Implementation of Career Education K-12 (32 pages); Student/Teacher Participation by Grade and School Year; Educational Resources Association (ERA) Descriptive Materials; Career Education Advisory Council; Guidance Development Plan; Guidance Development Component Sample Materials; and Format Guidelines for Curriculum Development.

77 NEEDS ASSESSMENT: A STEP IN PROGRAM PLANNING. CAREER GUIDANCE PROGRAMS. New York State Education Department, Albany. Bureau of Guidance. 1976. 59p. (ED 142 881)

This publication is designed for counselors, teachers and parents who want to improve their local guidance program and make it more responsive to the needs of those it serves. Broad and intensive school-community involvement, including parents, pupils, school personnel, school board members, and concerned citizens, is a primary feature. Step-by-step planning procedures are listed, based on the school's purpose and educational goals. Chapter One offers an overview for the casual reader. Chapter Two outlines the range of commitment and depth of involvement necessary for implementation of the process. Chapter Three contains specific procedures as well as samples and simulations of activities and materials to be used in school settings.

78 HOW TO INVOLVE THE COMMUNITY IN A CAREER EDUCATION PROGRAM IN RURAL APPALACHIA. May, Mary. Kentucky Valley Educational Cooperative, Hazard. 18p. (ED 142 816)

Written to help local school systems more fully utilize community expertise in their career education programs, this guide discusses the following topics in a question/answer format: What is community involvement? What challenges must be overcome to gain effective community involvement? and How are community involvement activities developed and implemented? (This guide is one of several focusing on the development of different components of a career education program.)

79 COMMUNITY COUNCILS AND THE TRANSITIONS BETWEEN EDUCATION AND WORK. Barton, Paul E. National Institute of Education (DHEW), Washington, D.C. October 1976. 49p. (ED 142 726)

A change is needed in the present arrangements for the transition of youth (ages 14 to 20) from education to work to improve their access to roles which aid in occupational maturity. There are a number of components to an improvement effort and, within the components, there are alternative approaches such as starting with a process rather than a program. A community collaborative process (community education-work councils) among the institutions and individuals that have the responsibility, resources, and influence to deal effectively with the school to work transition process should be established. There needs to be some systematic research of the council concept as a broad collaborative process at the community level and its effect on the school to work transition of youths. A project hypothesizing that collaboration among specified institutions will lead to a set of actions that will provide enlarged opportunities for the occupational maturity of youth can be designed by using the National Manpower Institute's (NMI) pilot effort to increase collaboration at the community level as an illustration. This research project will involve the testing of five subhypotheses evolving from NMI's effort that represent the expected outcomes of the collaborative process. (In addition to discussing the state of the art of community education-work councils in dealing with the youth transition from education to work, this paper also addresses briefly the use of such councils in the transition of adults from work to education.)

80 IMPLEMENTING CAREER EDUCATION. NINE MODEL PRACTICES. California State Department of Education, Sacramento. Vocational Education Services. 1976. 30p. (ED 140 091)

A study of career education was done in California to develop a conceptual model that describes the cooperative activities (intradisciplinary, interdisciplinary, multidisciplinary) within the school setting, identify promising practices that use cooperative activities to enhance the implementation of career education, and make recommendations regarding the incorporation of the results into an inservice program media presentation. A list of six factors (administrative, personnel development, community, guidance, instructional, and curriculum) used to organize and structure school programs was prepared to direct the inquiry about cooperative activities (helpful relations, actions, and pursuits carried on between school resources and program factors which are aimed at the accomplishment of a goal). Data were collected from six career education demonstration sites in southern California via a telephone interview with a site contact person followed by onsite systematic exploratory interviews with the contact person, school personnel, students and parents, and members of the business, industrial, labor, and general community. The nine promising school practices identified are curriculum legalization, communications, community resources, instructors' handbook, career guidance centers, careers fair, minisocieties, community classrooms, and construction technology. (Each practice is described and strategies for and considerations affecting implementation are discussed; six conclusions are presented; and the program factors, telephone interview form, and systematic exploratory interview form and technique are appended.)

81 IMPLEMENTING CAREER EDUCATION. COMMUNITY INVOLVEMENT. California State Department of Education, Sacramento. Vocational Education Services. 1977. 30p. (ED 140 090)

This handbook for teachers, counselors, and administrators in K-12 schools provides information and a suggested procedure for designing and implementing the community resource component of career education, as found in California's model utilizing community resources as instructional agents and settings. The content is covered under six areas as follows: (1) The need for staff development for school personnel, identifying available community resources, and categories of resources; (2) the benefits of career education and the values of a new learning environment created by utilizing community resources; (3) a seven-step procedure for using community resources; techniques for establishing links with resources; the use of the business sector, labor and community organizations, and students' families as resources; the need for coordination and consolidation to effectively use resources; maintaining community

resources, including obtaining feedback, having a personal interview followed by a letter, and using the telephone; the use of the school environment as a resource; and the dissemination of community resource information; (4) examples of exemplary school/community practices that have aided in implementing career education; (5) the need for parental involvement with guidelines and suggested activities for this involvement, and suggestions for parents wanting to help their children plan careers; and (6) an overview regarding community resources for minority students. A glossary of terms and a list of selected references are included.

82 GUIDE FOR IMPLEMENTING CAREER EDUCATION IN KANSAS SCHOOLS. Kansas State Department of Education, Topeka. 1976. 48p. (ED 140 059)

Seven phases are outlined for implementing career education in Kansas school districts, with suggested steps included under each phase. For example, Phase I: Pre-Commitment, consists of the following steps: Discuss concept of career education with board, introduce concept to staff and students, and obtain commitment decision from board. The rest of the phases and steps are as follows: Phase II: General Planning (select and organize steering committee and advisory council, identify perceived needs, and conduct goal setting and prioritizing process); Phase III: Program Planning (obtain board approval of goals and planning budget to continue, select and organize ad hoc committees, identify expected student outcomes, identify all constraints, and give interim report); Phase IV: Assessment (write operational and instructional objectives, and develop or identify pretest instrument); Phase V: Pilot Program (develop inservice for staff, infuse program into identified curricula, and modify planned program); Phase VI: Implementation (develop inservice for staff, and implement program); and Phase VII: Evaluation (evaluate effectiveness of program, modify actual program, and recycle program). The guide suggests that each phase should involve students, staff, and community. Appendixes include survey forms on career education for the school board, administration, staff, community, and students; a list of contact personnel for career education exemplary projects; definitions; a bibliography; and other related material.

83 SPRINGBOARDS TO LEARNING. CAREER GUIDANCE INSTITUTE (AUGUST 18-27, 1976). FINAL REPORT. Moffit, Ronda A. Mesa Public Schools, Arizona. September 1976. 166p. (ED 140 054)

This report presents a summary and evaluation of the 8-day

"Springboards to Learning" Institute, designed for involvement of both educator and community participants in a mutual effort to increase familiarity with and achieve competencies in the effective implementation of career education within the local schools and community. (Over 179 educators, community leaders, parent leaders, and student leaders were involved in the institute.) Purposes of the institute, evaluation plan, staff, participants, facilities, description of sessions, and evaluation of the institute are discussed in separate sections. (Sources of evaluation data obtained were from participant performance on cognitive test items based on institute objectives, participant postsession reactions, participant program evaluation, products, postinstitute critique for staff members, daily observer log, and staff debriefing sessions.) Evaluation of each day's session accompanies descriptions of daily objectives and activities (77 pages). Evaluation results presented indicate that the majority of participants felt that their understanding of all knowledge areas listed was greatly increased as a result of participation in the institute.

84 CAREER EDUCATION. ADMINISTRATORS AND COUNSELORS IMPLEMENTATION MODEL. MODULE IV--PLANNING. (4.4) PLANS FOR COMMUNITY INVOLVEMENT. Thompson, John A.; Chock, Mona K. O. Hawaii State Department of Education, Honolulu. Office of Instructional Services.; Hawaii University, Honolulu. College of Education. September 1976. 36p. (ED 140 046)

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this fourth section (4.4) of module 4 (Planning) consists of a series of suggested readings and activities to aid the administrator and staff in developing a supportive environment in their community for career education. (The other three sections of module 4 deal with planning for curriculum infusion, resource allocation, and scheduling. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.4 contains readings which deal with the following topics: Communicating the career education concept, advisory committee on career education, involving the community and its resources, and goals and strategies. Five activities deal with school community relations. A brief community relations bibliography is included.

85 CAREER COUNSELING AND PLACEMENT. COLUMBIA CITY SCHOOL SYSTEM, COLUMBIA, MISSISSIPPI. FINAL REPORT. Alcorn, John D.; Frederick, David L. University of Southern Mississippi, Hattiesburg. Bureau of Educational Research. June 1975. 102p. (ED 139 922)

The project for the Columbia (Mississippi) School District was designed (1) to establish a model program of career counseling and placement which would lend itself to overall evaluation and have potential for replication and dissemination to other districts throughout the State and region, and (2) to determine the effects, if any, of this program on the vocational assurance and vocational anxiety of high school students, and on teacher attitudes towards career education. Project evaluation procedures involved the development and testing of hypotheses which would determine the accomplishment of the project objectives. Findings showed that the project was instrumental in reducing students' vocational anxiety and increasing their vocational assurance. There was also a positive increase in the teachers' attitude toward career education. This report is presented in four sections: Section I covers the project purpose, research hypotheses, definition of terms, procedures, experimental design, instruments, and statistical analysis of data; section II describes the Career Planning and Placement Program; section III contains results and findings as they relate to the research hypotheses; and a section IV includes the summary, conclusion, and recommendations. An 18-page career education and development bibliography, questionnaires, and other instruments used in the project are included in the appendixes.

86 EXPERIENTIAL EDUCATION AND COMMUNITY INVOLVEMENT PRACTICES AT THE POSTSECONDARY LEVEL: IMPLICATIONS FOR CAREER EDUCATION. Sexton, Robert. Office of Career Education (DHEW/OE), Washington, D.C. November 1, 1976. 66p. (ED 138 771)

Based on the premise that there is substantial correlation between the goals and objectives of career education and experiential education (learning activities outside the normal classroom), four themes are developed: A typology of experiential education and community involvement practices, an overview of selected exemplary experiential education and community involvement practices and programs, critical issues of experiential education as they relate to career education, and recommendations for Federal activity to enhance experiential education as it relates to career education. Major types of experiential education discussed are cooperative education, internships (preprofessional and general education),

field experience, cross cultural field experience, policy research experiences, and national youth service. Critical issues are discussed and provide the rationale for the recommendations made. These issues are (1) academic issues involving the effectiveness of academic supervision, awarding academic credit, appropriate compensation for faculty who supervise students, and the appropriateness of financial compensation for students participating in experiential education activities, (2) limited opportunities and the world of work, and (3) the disadvantaged student. There are 20 recommendations presented, and a bibliography is included.

87 NATIONAL CONFERENCE ON EDUCATIONAL ISSUES WHICH IMPACT THE BLACK COMMUNITY. National Institute of Education (DHEW), Washington, D.C. 1976. 33p. (ED 138 674)

This publication was prepared for distribution during the Conference on Educational Issues that Impact the Black Community, co-sponsored by the National Institute of Education (NIE) and the United States Office of Education, with the collaboration of a variety of national, regional, and local organizations. The goals of the conference were to: (1) facilitate a collaborative sharing of information bases, priorities and strategies, (2) establish an interface between these organizations, with other organizations, education researchers and policy makers, (3) establish benchmarks for the next 5, 10, 15, and 25 years, and (4) explore ways of reaching these goals. The issues discussed in this report are: career education, minorities and women in educational research, professional organizations and integration, policy and desegregation, school desegregation, and community involvement. Following the discussion of each issue is a listing of journal articles and research related articles contained in the Educational Resources Information Center (ERIC) System.

88 CAREER GUIDANCE INSTITUTE (3rd, SOUTH BEND, INDIANA, MAY 1975). FINAL REPORT. Schenck, Norma Elaine; Powers, Kim. Indiana University, South Bend.; National Alliance of Businessmen, Washington, D.C.; South Bend Community School Corporation, Indiana. May 1975. 130p. (ED 137 583)

During the 1974-75 school year, 23 educators and counselors participated in the third annual Career Guidance Institute, a cooperative effort of the National Alliance of Businessmen, Indiana University at South Bend, and the South Bend Community School Corporation. The institute was organized to increase the participants' awareness and knowledge of various aspects of the world

of work which would consequently help students develop career awareness based on current occupational information. This final report of the institute outlines the organizational planning by the Joint Utilization of Industry, Community, and Education Committee (JUICE) and discusses orientation workshops, the institute itself and pre- and posttest analyses of the institute's effectiveness. One of the main goals of the institute is listed as the strengthening of communication between educators and the business-industry community, which was achieved by the participants' exploring local employment opportunities, through tours, seminar sessions, and informal conversations with area businessmen. The educators' formulated plans for implementing career guidance in groups and on an individual basis in their own schools are also presented. The appendixes to the report contain a list of Career Guidance Institute goals and objectives, institute participants, a materials list, evaluation forms, and slide scripts of businesses and industries visited by the participants.

89 LANGUAGE EXPERIENCE BASED AWARENESS + HANDS ON EXPLORATION + COMPETENCY BASED PREPARATION = A SCHOOL BASED TOTAL CAREER EDUCATION MODEL. FINAL REPORT. Lareau, Edward H., Jr.; Baylis, Clifford A., Jr. Admiral Peary Area Vocational-Technical School, Ebensburg, Pennsylvania. June 1976. 410p. (ED 136 052)

The report covers the final year of a 3-year project to develop a career education continuum for grades K-14 in participating Pennsylvania school districts. Third-year objectives included procedures for working with select groups of students and teachers to refine successful components from the first two years. The general strategy of project staff acting as change agents for teachers, counselors, and students in relation to career education activities was continued in preparation for the assumption of career education activities by local personnel at the termination of the project. These activities were curriculum infusion for grades 1-8, teachers' inservice training (grades 1-8), Singer Carrels exploration component for grades 6-9, group counseling sessions for grades 6-8, and a model for community-involvement. It was concluded that given the size of the staff and severe financial limitations, the project was very successful. Process and product objectives and project design are described. Major accomplishments, conclusions, discussion and recommendations are delineated for each of the components. A 38-page third-party evaluation by Educational Research and Development Associates is included. Appendixes comprise 165 pages and include materials and information on curriculum infusion, the Singer Carrel program,

materials relating to the career experience program, and the U.S. Office of Education monitoring team report.

90 POLITICAL INVOLVEMENT. COMMUNITY INVOLVEMENT/CAREER EDUCATION: AN EXPERIENCE-BASED SOCIAL STUDIES PROGRAM, VOLUME III. Kyle, James; and others. Minnesota State Department of Education, St. Paul. Division of Vocational and Technical Education.; Robbinsdale Independent School District 281, Minnesota. January 1975. 162p. (ED 134 491)

This collection of materials and ideas is designed for the high school student who wants to try to influence society. The guide provides background information and descriptions of experience-based learning activities for use by students as they explore political involvement opportunities in their communities. The purposes of the materials are to help students understand how to become involved in the political process and to teach them to use positive and negative political means to make the system respond to their needs. Section I deals with gaining political power through working for a political candidate. Topics discussed include choosing a candidate, volunteer workers, dirty tricks, campaign finances, voter registration, and election laws. Section II discusses some of the problems and methods for dealing with people and institutions who have power which they did not gain from the ballot box--local governments, school districts, and business corporations, for example. In the third section suggestions are offered for working with various levels of government on specific problems. Articles on liberals, conservatives, privacy, and corruption are presented in Sections IV, V, and VI. Each section presents numerous informative articles, question-answer surveys, political belief exercises, project descriptions, suggestions for a daily journal, outlines for personal research sheets, goals and objectives, excerpts from relevant laws, and legal forms.

91 EVALUATION OF THE FORT GAY-THOMPSON URBAN/RURAL PROJECT. Bertram, Charles L.; and others. Appalachia Educational Laboratory, Charleston, West Virginia.; Fort Gay-Thompson School District, West Virginia. September 20,1976. 99p. (ED 134 385)

Purpose of the Fort Gay-Thompson Urban/Rural project was to combine the efforts of school and community persons so as to provide a more effective educational program for the west central section of Wayne County, West Virginia. To date, the school-community planning process had resulted in needs assessment and career education programs, considerable staff

training, an FM radio station, a community newsletter, a community center, a recreation program, and numerous other activities implemented through the 21-member School Community Council (SCC). The evaluation was based on data collected through 143 objective-based questionnaires and 39 personal interviews. Respondents were selected teachers, school administrators, community members, members of the SCC, and students. Outstanding achievements were in the areas of inservice training, career education, and community education. The FM radio station, operated mostly by high school students, was rated a success by those interviewed. However, the respondents felt that there was still a lack of community involvement and general community awareness concerning the educational programs. Questionnnaires and an interview schedule are appended.

92 RURAL STUDIES: LEADERSHIP DEVELOPMENT RESEARCH NEEDS. Carlson, Robert V. October 26, 1976. 6p. (ED 134 366)

Rural school and human service administrators' professional development needs can be categorized as technical, interpersonal, and intrapersonal in nature. Vermont surveys have indicated that the technical skills most needed are in the areas of public relations, career education, teacher effectiveness training, community involvement, administrative competencies, human service coordination, communications workshop, community needs assessment, planning skills, grantsmanship, evaluating methods, and personnel management; the interpersonal needs are political power, general interpersonal skills, group dynamics, and negotiation skills; the single intrapersonal need is ethics for administrators. It appears that the administration needs identified by both local and distant representatives are being influenced by the present state of administration knowledge and what is available. One dimension which is not identified in the interpersonal category is the "development of mutual support systems". How we can ascertain most scientifically the necessary knowledge and skills to affect rural school/community change and how we can best disseminate such knowledge are questions which have to be answered. The first step in the problem solving process is problem recognition, including recognition of facilitating or inhibiting factors; therefore, we need to begin by discussing what further knowledge is needed to develop viable rural school organizations.

93 CAREER DEVELOPMENT. ADMINISTRATOR'S GUIDE. Burchinal, Carrol E.; Tuchscherer, Jerry. North Dakota State Board for Vocational

Education, Bismarck. September 1, 1976. 47p. (ED 133 509)

The purposes of this guide are to familiarize K-12 administrators with the concept of career education and to provide suggestions for planning and developing a career development program in a local school. It outlines a practical strategy for getting career development adopted and implemented at the local level. Topics covered are as follows: Need for career education, rationale for career education, definition of career education, general goals of career education, developmental phases of career education, characteristics of career education, suggested content and activity emphases in career development programs, models for career education, suggested career education experience by grade level, objectives for career education, summary of selected career education goals, a plan for implementation, steps for implementation, the need for local commitment to inservice training, planning for inservice training, guidelines for career education inservice programs, statewide conference on career education, faculty meeting--suggested agenda, system-wide advisory council, community resource questionnaire, and a North Dakota State directory of contact persons for career education. A bibliography is also included.

94 CAREER DEVELOPMENT--SCHOOL/COMMUNITY CONCEPT. Evans, Barbara; and others. April 13, 1976. 26p. (ED 127 512)

This presentation outlines a two week, no credit program offered to secondary students in the Shawnee Mission School District, Shawnee Mission, Kansas, which is designed to develop a "Career Oriented Individual." The program encompasses three phases of development: (1) awareness; (2) exploration; and (3) decision making. Its goal is to increase the career options available to individuals through a wide range of school and community resources. A Career Education Advisory Committee, which consists of parents who are engaged in a variety of careers, has been established for each school. Their expertise has proved to be a valuable asset to the program. The utilization of self-awareness inventories and occupational information from a variety of sources, in addition to the use of community resources, has contributed to the program's success. A list of suggested improvements is included. Slides designed for use with this presentation are not included.

95 CAREER PLANNING AND PLACEMENT FOR FIRELANDS CAMPUS: A PROPOSAL WITH GOALS AND OBJECTIVES. Marrer, Robert F. February 1975. 21p. (ED 124 845)

Helping students develop realistic career goals is a shared responsibility of faculty, administrators, and student services personnel of Firelands Campus, a two-year branch college of Bowling Green State University. Career development at Firelands involves the dean's office, admissions office, veterans affairs office, placement office, and faculty (both technical and general studies). As a result, innovative programs are initiated that extend beyond the campus to include industries and businesses in a three-county area. Students develop realistic decision-making skills by participating in recruitment at county fairs and festivals, serving on vital campus committees, and are voting members of a Planning Team, a unique campus-wide council which reviews the mission and goals of Firelands Campus, approves budget requests, and reviews departmental objectives and needs. Administrators visit area industries and businesses to explain various academic programs, faculty members are part of a team that visit area high schools, more than 50 leaders of local businesses and industries serve as advisers on academic committees, and faculty are involved in placement resources for Firelands graduates. This team approach has resulted in a greater sensitivity to realistic career decision-making as part of the total educational process rather than a counseling process.

96 RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. EVALUATION REPORT. RUSSELLVILLE, ARKANSAS, 1973-1975. Roberts, Lawrence H.; Andrew, Larry Dean. Educational Planning and Evaluation Services, Magnolia, Arkansas. September 15, 1975. 68p. (ED 124 793)

The extent to which specific program objectives were achieved is the focus of the third party evaluation report of the Russellville (Arkansas) two-year K-12 career education project. A brief desciption of the background, personnel variables (students and staff), and process variables (organization, activities, and objectives) are presented. Evaluation findings for 19 program objectives for both years of the project are detailed in narrative and tabular form. Evaluation instruments included standardized and staff-developed tests, attitude questionnaires, and project records. A chart summarizing the evaluation results shows, for each objective: the measuring instrument(s) used, the expected performance, the target population, results, and whether or not the objective was achieved. Summary statements, conclusions, recommendations, and an appendix containing the standardized

measuring instruments used in the evaluation complete the report. Almost all of the objectives were achieved, and there has been a very positive response from students, teachers, and the community. Community involvement was one of the outstanding features of the project. During the 1974-75 year, 788 people from the community participated by serving as classroom speakers or resource persons, sponsoring field trips, or donating materials.

97 THE STUDENT AND THE INVOLVED COMMUNITY: A SCENARIO. THE COMMUNITY AND SCHOOL-BASED CAREER EDUCATION. Price, Charlton R.; and others. Ohio State University, Columbus. Center for Vocational Education. 1975. 11p. (ED 121 944#)

An alternative form of schooling in a metropolitan community is projected in scenario form, tracing the school-life activities of a fictional 1978 high school junior. The conceptual model is of an open community which allows the student to move freely about in the world of work, integrating academic learning with a variety of placement experiences in the business community. In the model, career education becomes an ongoing and natural process of experimentation, allowing students the opportunity to reach career decisions through exploration and trial and error. The scenario is the last of a set of six planning and resource guides for school practitioners who are responsible for involving the community in career education. The programs and materials can be used in both preservice and inservice activities related to the content area of career education.

98 CAREER EDUCATION: ITS IMPLICATION FOR AMERICAN MINORITIES. THE COMMUNITY AND SCHOOL-BASED CAREER EDUCATION. Lopez-Lee, David M.; Weishan, Robert J. Ohio State University, Columbus. Center for Vocational Education. 1975. 38p. (ED 121 942#)

The guide is part of a six-volume resource and planning program to involve the community in career education. A major concern of minority groups is addressed, replacing core academic subjects with courses designed to channel minority group members into lower level jobs. A community participation model is presented, designed to be responsive to the interests of minority groups in the formulation and implementation of career education. The guide, along with the five which accompany it, is designed for use by local and State educational agencies and university personnel who are responsible for planning various inservice programs. The programs and materials can be used in both preservice and inservice activities related to the content area of career education.

99 PARENTS AND SCHOOL-BASED CAREER EDUCATION. THE COMMUNITY AND SCHOOL BASED CAREER EDUCATION. Shade, Barbara J. Ohio State University, Columbus. Center for Vocational Education. 1975. 45p. (ED 121 941#)

The document is part of a six-volume resource and planning guide for involving the community in career education. Specifically, the guide presents strategies, goals and resources for planning and implementing programs designed to involve parents in school-based career education programs. Parent involvement as a concept is an effort to insure that parents regardless of their social or economic position, have the opportunity, the knowledge, and the available mechanisms to assist in the formal training of their children. Of particular concern in the paper is how this participation, influence or intervening effort can be used to best advantage to further career education. The guide, along with the five which accompany it, is designed to be of use to local and State educational agencies and university personnel who are responsible for planning various inservice education programs. The programs and materials can be used in both pre-service and inservice activities related to the content area of career education. A comprehensive bibliography completes the document.

100 ORGANIZING FOR COMMUNITY INVOLVEMENT. THE COMMUNITY AND SCHOOL-BASED CAREER EDUCATION. Reinhart, Bruce A.; Weishan, Robert J. Ohio State University, Columbus. Center for Vocational Education. 1975. 45p. (ED 121 940#)

The document is part of a six-volume resource and planning guide for involving the community in career education. It presents a model for planning, organizing, and conducting staff development programs to involve the community in school-based career education. The program is designed to be of use to local and State education agencies and university personnel who are responsible for planning various inservice programs. The programs and materials can be used in both preservice and inservice activities related to the content area of career education.

EXPERIENCED-BASED CAREER EDUCATION (EBCE)

101 AN EXEMPLARY CAREER EDUCATION PROGRAM IN THE GREAT FALLS PUBLIC SCHOOLS (K-14). FIRST INTERIM REPORT. Great Falls Public Schools, Montana. November 30, 1977. 191p. (ED 151 507)

Evaluation was made of the first year of a project to expand and improve existing career education program components in Great Falls (Montana) public schools using Experience Based Career Education (EBCE). Six major goals in developing procedures leading to full implementation of EBCE strategies addressed were data based implementation, improvement strategies, guidance and career decision making, placement and follow-up, basic skills, and management. Evaluation data were obtained from three standardized tests, several locally developed instruments, and numerous elements of record data. Major evaluation findings included the following: New offerings in vocational education and cooperative work experience were added to the curriculum; a Work Experience and Career Education Program (WECEP) was adapted and tested; decision criteria were established for adapting EBCE strategies for use within the district and successfully used in developing a new career exploration course; definitive baselines were established for assessing future project effects; and the project successfully explored several new areas for continued activity such as the Executive Internship and the Guidance Information System. (Appendixes contain program proposals, evaluation instruments, and materials.)

102 CAREER EXPLORATION CURRICULUM GUIDE. (PROTOTYPE). Great Falls Public Schools, Montana. 1977. 87p. (ED 151 506)

Materials contained in this curriculum guide include daily lesson plan outlines for an eighteen-week Experience Based Career Education (EBCE) class. Learning experiences are suggested to meet the following major objectives of the class: (1) Develop students' understanding of the role of work in society and the multiple aspects of their career choice; (2) assist students in applying knowledge about themselves, the world of work, and education and training opportunities as they develop personal career goals; (3) increase the students' understanding of their own interests, abilities, values, and aptitudes; (4) improve students' interpersonal communication skills and other job keeping skills;

(5) develop students' ability to evaluate the personal and financial cost of training and education to reach their career goals; (6) assist students in developing an educational plan related to their career choices; (7) teach students how to locate and apply for a job; (8) improve or develop students' decision making skills; and (9) expand students' knowledge of existing jobs and the trends and outlook in the job market. Filmstrips and on-site career explorations are included in the lesson plans.

103 THE THEORETICAL BASIS OF EXPERIENCE-BASED CAREER EDUCATION. Jenks, C. Lynn. Far West Lab. for Educational Research and Development, San Francisco, California. April 1976. 177p. (ED 150 338)

This study analyzes the extent to which the assumptions and procedures of the Experience-Based Career Education model (EBCE) as developed by the Far West Laboratory (FWL) are supported by empirical data and by recognized scholars in educational theory. The analysis is presented as relevant to the more general problem: the limited availability of information about the theoretical basis of complex innovations. The study presents a brief review of antecedent conditions that impact on acceptance of career education and a summary of various pressures on schools for change. Various definitions of career education are presented and the developmental history of EBCE is summarized. The EBCE model is described in terms of its major design features, the selected analytic framework, and major assumptions derived from EBCE descriptions and procedures. A major section examines the derived model assumptions by identifying, organizing, and summarizing philosophies of education, theories of teaching, and empirical studies that relate to them. Each assumption is categorized as generally associated with either instructional objectives, entering behavior, instructional design and procedures, or performance assessment. Literature pertaining to each of these areas is reviewed and discussed in terms of its bearing on EBCE assumptions. A final chapter summarizes the data (revealing where the model is or is not supported by theory and empirical data and suggesting where further evaluation and/or research is needed) and describes the implications of the analysis.

104 EXPERIENCE-BASED CAREER EDUCATION PROJECT. FINAL REPORT. Hunter, William and Ewing, Patricia. Rhode Island University, Kingston. Curriculum Research and Development Center. August 1977. 70p. (ED 150 289)

A third-part evaluation was conducted of the first year of an experience-based career education project (EBCE) in Rhode Island.

Three sources of evaluation information were used: evaluator observations, the Community Resource Questionnaire, and the Student Skills and Attitude Inventory. Because the actual project implementation was for just one quarter, posttesting of students on pretest information was not conducted; pretest results are summarized for these instruments. It was concluded that program elements were present in time to offer initial site experiences, that the staff was committed to constantly improving the program, and that the goals of the first year were successfully completed. Recommendations for future attention included more skill development, active involvement in eliminating sex bias and sex stereotyping, and active recruitment of vocational students. (Appendixes contain a partial listing of Academic Resource Center materials and resource site and student survey forms.

105 EXPERIENCE-BASED CAREER EDUCATION. HIGH SCHOOL LEVEL DEMONSTRATION PROJECT. INTERIM REPORT. FIRST YEAR (SEPTEMBER 20, 1976 TO SEPTEMBER 20, 1977). Greenville County School District, Greenville, South Carolina. September 20, 1977. 376p.

The first year of a demonstration experience-based career education (EBCE) project implemented to provide realistic career information to J. L. Mann High School (South Carolina) students was evaluated. The project was intended to provide the EBCE students with community-based career experiences structured to reinforce academic instruction, and combined community experiences in relation to the student's own interests, aptitudes, and abilities. An individualized course of instruction in English and mathematics was provided to enhance student achievement in basic skills. Evaluation data indicated an overall very favorable response to the EBCE program from students, parents, and the community. Twenty-one of the thirty-four students in the program rated the EBCE experience as "more satisfying" than former regular school experience, whereas only two rated it as "less satisfying." Limited cognitive data indicated that the EBCE students achieved as well in academic areas as they would have achieved in the conventional program. (Appendixes, which make up the greater part of the document, include various project materials, e.g., management schedule documentation, dissemination schedule documentation, dissemination products, EBCE student handbook, and career guidance objectives and criterion referenced activities for the classroom teachers.

106 SAN ANTONIO EXPERIENCE BASED CAREER EDUCATION DEMONSTRATION PROJECT. ANNUAL FINAL REPORT. Lafferty, Bill R. Education Service Center Region 20, San Antonio, Texas. October 30, 1977. 227p. (ED 147 623)

The three-year San Antonio Experience-Based Career Education (EBCE) Project, an implementation of the Northwest Regional Educational Laboratory EBCE model, was evaluated for its first year of operation. The project was designed to assist youth in making a successful transition to adulthood through community-based and learning center experiences, and was implemented by the Harlandale Independent School District and the San Antonio Independent School District. Learning resources consisted of those in the learning center and those provided at community sites. Twenty program and twenty control students were selected in both school districts. The project evaluation covered two components: process and outcome. The process focused on program elements deemed essential for a valid demonstration of the EBCE model. The outcome evaluation was designed to test a set of hypotheses related to student development in career, life, and basic skills and utilized a battery of four tests for pre- and posttest measures. Results showed that both school districts were successful in planning and implementing the project. Outcome evaluation demonstrated very strong comparative effects in attitude toward school, self-acceptance, and others' acceptance. Life skills were positively affected by participation in the program. Career skills results showed no consistent patterns of difference between the program and control students. (This report includes three major sections: annual interim report, third-party evaluation, and appended project materials.)

107 NWREL EXPERIENCE-BASED CAREER EDUCATION PROGRAM. FY 76 FINAL EVALUATION REPORT. Owens, Thomas R. and Haenn, Joseph F. Northwest Regional Educational Lab., Portland, Oregon. September 1976. 139p. (ED 143 775)

Evaluation conducted during the 1975-76 school year of the Experience-Based Career Education (EBCE) program at Northwest Regional Educational Laboratory (NWREL) is reported, focusing on the evaluation fundings of the EBCE demonstration project in Tigard, Oregon called Community Experiences for Career Education, (CE)2, and the five NWREL EBCE pilot sites and separate EBCE materials. (EBCE is a comprehensive, individualized career education program that integrates basic skills, life skills, and career development through work and learning experiences in the community.) This report contains a description of the program as it operated in its fourth year and the evaluation results for students who have participated in (CE)2 during the past year and those who have completed two years of program participation. Staff interview results related to the demonstration site's role in EBCE training and demonstration are also reported. The evaluation of the efforts to implement EBCE in NWREL pilot sites

and participant outcome results are summarized. Summary and discussion of findings related to the use of separate EBCE packets and the EBCE handbooks are included. Appendixes contain the tabulated responses to various questionnaires and the narrative reports of the demonstration site and second-year pilot site.

108 A COMPARISON OF FOUR EXPERIENCE-BASED CAREER EDUCATION PROGRAMS: WHAT THEY OFFER. HOW THEY DIFFER. National Institute of Education (DHEW), Washington, D.C. Education and Work Group. 1976. 55p. (ED 140 031)

This publication is intended to provide educators and interested community agencies with basic information to help determine which of the four Experience-Based Career Education (EBCE) programs would be more appropriate for their school and community. Four regional educational laboratories selected by the National Institute of Education to develop the EBCE concept into an operational alternative for high school students are compared. The four models are the Appalachia Educational Laboratory (West Virginia), Far West Laboratory (California), Northwest Regional Educational Laboratory (Oregon), and Research for Better Schools (Pennsylvania). (Although the four laboratories applied different strategies in the development of their own versions of EBCE, each of the four programs achieves three common goals: (1) Each program is student-centered and provides personalized learning experiences to all students, (2) the focus of student learning activities is in the community at cooperating experience sites, and (3) each program has developed procedures and materials for integrating academic learning with career experiences.) The models are described in terms of 23 program elements that have been identified to provide a context for comparison. These program elements have been grouped into the major categories of curriculum, employer/community utilization, guidance, and management. Sources for additional information on the four programs are appended.

109 EBCE: THE FAR WEST MODEL. A PROGRAM OVERVIEW. Far West Laboratory for Educational Research and Development, San Francisco, California. 1976. 22p. (ED 138 827)

An overview of the Far West Laboratory (FWL) version of Experience-Based Career Education (EBCE) is presented to acquaint potential adopters with the distinctive features, key roles, learning procedures of the Far West model, and its adaptability to local needs. (Core areas of the FWL-EBCE in which all students are expected to progress are career development, basic skills, and life skills.)

Resources, staff roles, student roles, organizing the curriculum, and using resources are discussed. One student's experience with the program is traced to illustrate the key features of the total EBCE process. Other topics covered briefly in the overview are evaluation, highlights of 1973-74 evaluation findings, services available from the Far West Laboratory, and a listing of program materials (handbooks, orientation materials, and procedural aids developed to guide and assist adopters in planning and implementing an EBCE program based on the Far West model).

110 EBCE PROGRAM OVERVIEW. Appalachia Education Lab.. Charleston, West Virginia. July 1975. 34p. (ED 138 824)

This program overview of experience based career education (EBCE) includes definition of EBCE, comparisons between it and other career/vocational programs, review of program elements and community involvement, and description of its program evaluation and staff training elements. EBCE is described as an alternative to regular high school which includes new approaches to academic learning and student investigation of careers through actual work in them combined with learning about them from books and other resources. The document contains discussion of program alternatives (work study, vocational education, and EBCE) with primary focus on the objectives and practices of each program. Program elements discussed include individualization and the integration of academic courses, concepts and objectives, inquiry process, student activity sheets, career exploration, career development, and decisionmaking. The role of community involvement is described and a listing of EBCE sites is included. Evaluation results are summarized for 1972-73 and 1973-74 programs, indicating above average educational effects. Learning coordinator training and experience site analysis training are outlined in the section on staff training. A glossary of EBCE terms is included.

111 RBS CAREER EDUCATION, 1975-1976. WITHIN-MODEL EVALUATION REPORT. Biester, Thomas W. Research for Better Schools, Inc., Philadelphia, Pennsylvania. August 31, 1976. 50p. (ED 138 822)

Implementation of Research for Better Schools (RBS) Career Education at four 1975-76 sites is described and results of the participant opinion surveys administered to students, parents, and community participants are summarized across all sites. Evaluation activities, program operations, and student characteristics at each particular site are described. Basic information on student demographic characteristics, career skills, life or self skills, and basic

skills collected at all four sites is included. Evaluation methodology is described, which involved the use of participant opinion surveys administered at the end of the school year. (These surveys indicated the perceptions of participants regarding various program components and the success of program implementation.) In general, results presented showed that (1) participant responses were favorable toward the program. (2) Participants noted the following positive changes in students: Increased interpersonal skills, increased interest in school, increased confidence and maturity, increased knowledge of careers, increased interest in careers, and increased clarification of career plans. (3) Although very few negative responses were received, some problems were indicated in basic skills achievement, work habits, overall school performance, and school interest. (4) Overall, positive responses outnumbered negative responses by a margin of four to one.

112 CAREER EDUCATION AND WORK EXPERIENCE EDUCATION: CAN WE JOIN TOGETHER? Hoyt, Kenneth B. 1976. 11p. (ED 130 043)

Career education and work experience education are discussed in terms of the common goal of education as preparation for work, and three basic common values: (1) The importance of work to both individuals in society and to society itself, (2) the need for and potential of experiential learning, and (3) the need to involve the formal education system and the business-labor-industry-professional community in a collaborative relationship in ways that will expand student learning opportunities. Basic career education concepts are compared with work experience concepts. The concept of work, as a humanizing term, is discussed, along with implications for change in the role and function of work experience educators. The goal of this paper is to provide work experience educators with some basis for determining their own directions for professional change growing out of the career education concept. One point noted is that the career education concept considers work experience, in addition to that found in classrooms per se, to be an important opportunity to be made available to all students.

113 EXPERIENCE-BASED CAREER EDUCATION: A DESCRIPTION OF FOUR PILOT PROGRAMS FINANCED THROUGH THE NATIONAL INSTITUTE OF EDUCATION. FINAL REPORT. Goldhammer, Keith; and others. January 15, 1975. 136p. (ED 118 833)

The report describes Experience-Based Career Education (EBCE) through examination of the concept as practiced at pilot programs in four initial communities. The first chapter discusses the

creation of EBCE, identifies four crises to which schools must respond, defines EBCE, and describes program goals and characteristics. The next four chapters are brief descriptions of the programs including goals, components, and general outcome. In the Appalachia Educational Laboratory program in Charleston, West Virginia, high school students obtain academic credit through direct experiences in the community. The Far West School in Oakland, California, provides direct experiences to prepare tenth through twelfth grade students for entry in the adult world and high school graduation. Community classrooms, individualized learning and performance-based curriculum characterize the suburban-rural Community Experiences for Career Education program in Tigard, Oregon. The Academy for Career Education, a part of the Philadelphia Public Schools, includes career guidance, basic skills, and career development in its program for high school students. Evaluations of the four programs indicate generally successful outcomes. The final chapter discusses the potential of EBCE in terms of what has been accomplished and the conditions necessary for replication of the programs. A bibliography concludes each chapter except the last.

114 THE COMMUNITY IS THE TEACHER: EXPERIENCED-BASED CAREER EDUCATION. National Institute of Education (DHEW), Washington, D.C. 1975. 25p. (ED 110 744)

Experience-Based Career Education (EBCE) has been developed as an experimental program to help high school students bridge the gap between study and experience, between the classroom and the community. The key to the EBCE concept is the adult working in any local community environment who is willing to share occupational knowledge of the real world with an interested student. EBCE is a voluntary, tuition-free alternative program of full-time learning resulting in an accredited high school diploma. It differs from traditional work/education programs by emphasizing broad career and intellectual goals rather than vocational skills, by using experiential education to convey academic learning, and allowing students a greater role in educational planning. Four educational laboratories were selected in 1972 to develop and test pilot versions of EBCE in a variety of economic and social settings: Far West School, Oakland, California; Academy for Career Education, Philadelphia, Pennsylvania; Appalachia Educational Laboratory, Charleston, West Virginia; Northwest Regional Educational Laboratory, Portland, Oregon. One of EBCE's future challenges is to help school systems to make the changes needed to accommodate this complex innovation. The forthcoming EBCE dissemination/service plan includes regional demonstration centers, State networks, and interagency cooperation at the national level.

115 EBCE: A DESIGN FOR CAREER EDUCATION: CURRICULUM REPORT FROM THE CURRICULUM SERVICE CENTER. National Association of Secondary School Principals, Washington, D. C. February 1975. 13p. (ED 106 525)

The curriculum report describes the Experience-Based Career Education project (EBCE that is attempting to foster productive relationships between school and community and to meet the personal and occupational needs of high school students. The four project centers are: Far West School (Oakland, California), the Academy for Career Education (Philadelphia, Pennsylvania), Appalachia Educational Laboratory (Charleston, West Virginia), and Community Experiences for Career Education (Tigard, Oregon). The programs at the project centers are characterized by: individualized, alternate plans of full-time high school training; reliance on community involvement; work experience for the students; the provision of career information; and the development of entry-level skills. Each program is operated and monitored by Regional Educational Laboratory. Demographic statistics on each site are presented. Although broad guidelines have been developed, each program is free to develop diverse approaches, activities, and local resources. Descriptions of each program cover: the learning resources; curriculum organization (projects); and the specific goals of each. Evaluation focuses on such questions as: the efficacy of orientation sessions; the role of employers; objectives; and student achievement and competencies.

116 EVALUATION OF THE COMMUNITY EXPERIENCES FOR CAREER EDUCATION PROGRAM. Owens, Thomas R.; Fehrenbacher, Harry L. Northwest Regional Educational Lab., Portland,Oregon. April 1975. 12p. (ED 107 719)

The Experience-Based Education (EBCE) model being developed and tested in four regions of the United States, under the sponsorship of the National Institute of Education, reflects a nationwide interest in discovering new ways to help adolescents handle the psychological, social, and economic complexities of modern life. This paper reports the attempts to integrate and apply diverse research methodologies needed to evaluate an individualized experience-based program. Problems encountered in undertaking the evaluation of the EBCE Project called Community Experiences for Career Education (in Tigard, Oregon) and the results of the second-year evaluation there are discussed in this presentation.

BUSINESS-INDUSTRY-LABOR LINKAGE/ (BIL)

117 AGENDA FOR ACTION. PRIVATE SECTOR INITIATIVES FOR YOUTH CAREER DEVELOPMENT. A REPORT OF THE SECRETARY'S CONFERENCE ON YOUTH CAREER DEVELOPMENT (WASHINGTON, D.C., OCTOBER 7, 1976). Department of Commerce, Washington, D.C. October 7, 1976. 39p. (ED 150 423)

The conference reported here was held for national leaders from industry, labor, education, and youth-serving organizations to (1) provide a forum for the presentation of a sampling of illustrative programs displaying initiative being taken in the private sector to enhance youth career development, and (2) obtain the counsel of participants on how the Department of Commerce can help facilitate and promote similar efforts throughout the private sector. Following a brief introduction and a discussion regarding the issues of work-education collaboration, this booklet's content is presented in five sections. The first section covers the conference proceedings and includes a summary of the presentations pertaining to each of ten programs illustrative of a range of private sector approaches to youth career development. The remaining four brief sections present (1) a brief conference statement as to why the Department of Commerce has a role to play in youth career development, (2) a synopsis of the discussion that took place during the conference, (3) conference summary and conclusions, and (4) an agenda for action for the private sector to help the whole community be a learning resource. The opening remarks, the remarks by the Secretary of Commerce, the luncheon address, descriptions of the ten illustrative programs, and a list of the participants are appended.

118 TWO STUDIES ON THE ROLE OF BUSINESS & INDUSTRY AND LABOR PARTICIPATION IN CAREER EDUCATION: ENHANCING BUSINESS AND INDUSTRY PARTICIPATION IN CAREER EDUCATION; ISSUES AND STRATEGIES FOR ENHANCING THE PARTICIPATION OF LABOR IN THE IMPLEMENTATION OF CAREER EDUCATION. Hensley, Gene and Schulman, Mark. National Advisory Council for Career Education, Washington, D.C. Office of Education (DHEW), Washington, D.C. June 1977. 131p. (ED 141 608)

The first paper contained in this document, entitled "Enhancing Business and Industry Participation in Career Education," addresses

the following topics: Interrelationships between business, industry and schools, issues in strengthening the collaboration of education and business and industry, problems and possibilities of increased interaction, and strategies for increasing the participation of business and industry in career education. The second paper, entitled "Issues and Strategies for Enhancing the Participation of Labor in the Implementation of Career Education," is based on research conducted with labor organizations, educators, and the literature on career education. The paper approaches the relationship between career education and labor in two ways: The issues behind the relationship are discussed on theoretical, conceptual. and operational levels, and strategies to consolidate and/or modify the "action" plan of labor participation in career education are explored. Short range implementation suggestions are made and long-range implications are discussed. In the concluding section, issues and strategies are brought together in an assessment of the future prospects of career education in relation to past realities and present possibilities.

119 CAREER EDUCATION AND THE BUSINESS-LABOR-INDUSTRY COMMUNITY. Hoyt, Kenneth B. 1975. 8p. (ED 130 046)

The two areas of expertise involved in career education--education and work--make it obvious that career education cannot be effective if only educators are involved. That is why, from the beginning, career education has been pictured as a collaborative effort involving educators, the business-labor-industry community, and the home and family structure. Career education is needed for two basic reasons: (1) The world of schooling and the world of paid employment are out of kilter in the United States, and (2) the increasingly technological nature of society and rapid rate of change make it necessary that persons seeking to work be equipped with a combination of adaptability skills that will help them with change, and a set of job-specific skills that will enable them to enter the labor market. In its simplest form, career education is an attempt to help all individuals want to work, acquire the skills necessary to work in these times, and engage in work that is satisfying to the individual and beneficial to society. If the business-labor-industry community will join actively in this effort, it can become a reality.

120 SELF-EVALUATION MODEL FOR SCHOOL/BUSINESS/COMMUNITY COOPERATION IN CAREER EDUCATION. Chuang, Ying C. May 1976. 17p. (ED 126 287)

The document contains a six-page self-evaluation instrument by which teachers involved in career education programs can rate themselves

on the degree to which they have promoted school/business/community cooperation in career education. The evaluation instrument is prefaced by a brief paper explaining the career education concept and the importance of business and community involvement in the school program. Also included is a list of 12 principles for building better school/business/community cooperation on career education which were developed in a class taught by the author at Boston University's School of Education.

121 AMERICAN BUSINESS AND SCHOOL-BASED CAREER EDUCATION. THE COMMUNITY AND SCHOOL-BASED CAREER EDUCATION. Price, Charlton R.; and others. Ohio State University, Columbus, Ohio. Center for Vocational Education. 1975. 87p. (ED 121 943)

The guide is part of a six-volume planning and resource program to involve the community in career education. Strategies, goals, resources, and rationale are suggested for directly involving employers in the definition and supply of educational experiences. Included in the guide is an implementation-based model for employer participation, composed of ideas about educational experiences that might be delivered in the employment setting. Specific examples of learning activities and matrices illustrating curriculum planning are offered for all learning levels (preschool through adult learning). Features of a model for employer participation in career education programs are discussed as well as the efforts of six school districts around the country. The guide, along with the five that accompany it, is designed to be used by State department and teacher training personnel in planning preservice and inservice activities.

122 CAREER EDUCATION AND THE BUSINESS COMMUNITY: A JOINT EFFORT. Prince George's County Board of Education, Upper Marlboro, Maryland; Prince George's County Chamber of Commerce, Greenbelt, Maryland. 1975. 27p. (ED 118 914)

A 10-point plan based on concepts established by the First National Conference on Career Education, 1973, has been examined by a joint committee of the Prince George's County, Maryland Chamber of Commerce and school system. Concepts outlining current and recommended activities include: (1) exchange programs between business/labor/industrial personnel and school personnel; (2) field trips for students; (3) work experience for all high school students; (4) school/industry job placement programs; (5) establishing occupational resource persons from the business/industry/labor community; (6) year-round school, running 16 hours a day, six days a week, and

staffed partly by business/labor/industrial personnel; (7) using retired workers as resource persons in schools to acquaint students with the world of work; (8) work should become more personally satisfying to the individual worker; (9) every student leaving school should be equipped with a marketable job skill; and (10) every student leaving school should, if he desires, be able to find work. Various school visitation and teacher workshop agendas, a task force survey, and committee member listings are appended.

123 OUT OF THE IVORY TOWER. Patterson, Lewis E. April 6, 1975. 9p. (ED 112 335)

This article, published in Learning Notes, a house organ of Cleveland State University, describes the Career Guidance Institute --a program designed to provide counselors with firsthand experiences of the business and industrial centers of Greater Cleveland. Program participants, counselors and career education specialists from the Cleveland Public Schools, participated in an eight-week program which included in-plant experience for six weeks. The overall purpose of the Career Guidance Institute was to provide career development specialists with knowledge, skills, and attitudes necessary for them to assist economically disadvantaged students to make realistic career choices, and to make an easier transition from school to work. The eight-week program was divided into an orientation phase, an on-the-job phase, and a debriefing phase.

124 CAREER OPPORTUNITIES IN CHICAGO SUBURBAN AREA: FIELD VISITS TO BUSINESS, INDUSTRY AND SERVICE AGENCIES BY BUSINESS TEACHERS. Woolschlager, Ruth B. 1975. 103p. (ED 112 074)

The document is a compilation of occupational information obtained by business teachers in a university extension course during field visits to businesses, industries, and service agencies in the Chicago suburban area. Each individual or group of student reporters present information on organizations that are representative of each of the 15 occupational clusters, with the resulting volume containing scores of references organized by student-author. There is a variety of emphasis and depth of detail. In all cases, the names and addresses of the organizations visited are given; in some cases, however, the emphasis is on occupational information such as organizational size and structure, employment opportunities, job descriptions, qualifications, and salaries, while in other cases, the organizations are treated as educational resources and the information presented in the report pertains to procedures for

arranging tours and obtaining information about the organization. A contact person is listed for each organization cited. There is no index.

125 CAREER EDUCATION: WHAT IT IS AND WHY WE NEED IT FROM LEADERS OF INDUSTRY, EDUCATION, LABOR AND THE PROFESSIONS. Chamber of Commerce of the United States, Washington, D.C. 1975. 24p. (ED 105 254)

The booklet treats career education as the total effort of education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values in their lives so that work becomes possible, meaningful, and satisfying to each individual. It stresses the need for career education in light of high youth unemployment rates, lack of skill adaptability to changing job opportunities, overemphasis on college preparation in high schools, and high dropout rates among college students. It offers examples of career education programs with wide community support in: Boston; Potomac, Maryland; Cleveland; Mesa, Arizona; and the State of New Jersey. It discusses the duties of the following members of the "career education team:" school administrators and school boards; classroom teachers; the industry-education-labor-professional community; counseling and guidance personnel; PTA's, ethnic and cultural groups, civil rights agencies, and other service organizations; the family; and student groups. It also makes suggestions for starting career education programs, including organizing "starter groups," and establishing trends in job skills. A section on where to get help lists 15 articles; 36 books, booklets, and reports; and 4 films.